AMHERST COLLEGE

1988-89 CATALOG

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Amherst College

1988-1989 Catalog

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DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Amherst, Massachusetts, 01002. The telephone number for all departments is (413) 542-2000.

General information about Amherst College is available upon request from the Public Affairs Office, Box 2202, Amherst College, Amherst, Massachusetts 01002.

Specific inquiries on the following subjects should be addressed to the officers named below:

Admission of students and catalog requests	Linda Davis Taylor, *Dean of Admission*
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Transcripts and records	Gerald M. Mager, *Registrar*

Catalog preparation by Elizabeth J. Rolander, *Editorial Assistant*

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College Calendar

1988

September 3, Saturday. Freshman Orientation begins.

September 6, Tuesday. First semester classes begin.

September 10, Saturday. Monday classes held.

September 16, Friday. Last day for first semester course changes.

October 15-18, Saturday-Tuesday. Midsemester break.

November 1, Tuesday. Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

November 19-27, Saturday-Sunday. Thanksgiving recess.

December 13, Tuesday. Last day of first semester classes.

December 17-21, Saturday-Wednesday. First semester examination period.

December 22, Thursday. Winter recess begins.

1989

January 9, Monday. Winter recess ends; beginning of Interterm.

January 29, Sunday. Interterm ends.

January 30, Monday. Second semester classes begin.

February 10, Friday. Last day for second semester course changes.

March 18-26, Saturday-Sunday. Spring recess.

March 31, Friday. Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

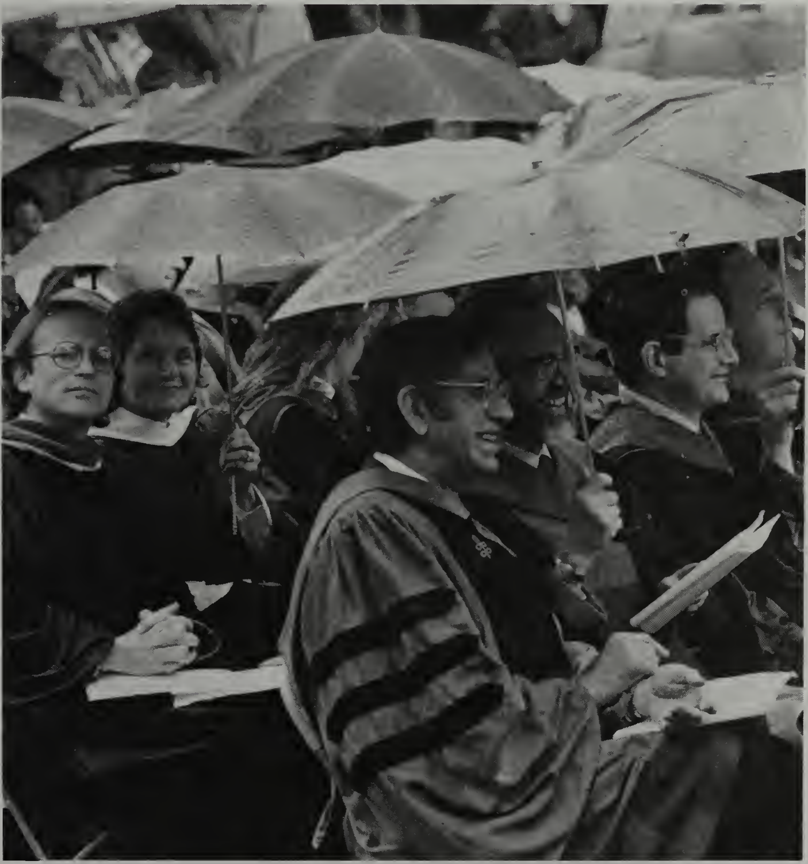
May 12, Friday. Last day of second semester classes.

May 15-19, Monday-Friday. Second semester examination period.

May 28, Sunday. Commencement.

I

THE CORPORATION
FACULTY
ADMINISTRATIVE AND PROFESSIONAL OFFICERS



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HONORARY CHAIRMAN OF THE CORPORATION AND TRUSTEE EMERITUS
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Edward Everett Phillips, LL.B., *Boston, Massachusetts*
George Latimer Shinn, A.B., *New York, New York*

SECRETARY OF THE CORPORATION
Gerald M. Mager, Ph.D., *Amherst, Massachusetts*

ASSISTANT SECRETARY OF THE CORPORATION
Kent William Faerber, LL.B., *Amherst, Massachusetts*

Corporate Name:

THE TRUSTEES OF AMHERST COLLEGE

Faculty

EMERITI

Calvin Hastings Plimpton, *President, Emeritus.* A.B. (1939) Amherst College; M.D. (1943), M.A. (1947) Harvard University; Med. Sc.D. (1951) Columbia University; LL.D. (1960) Williams College; LL.D. (1961) Wesleyan University; Sc.D. (1962) Rockford College; LL.D. (1962) Doshisha University; L.H.D. (1962) University of Massachusetts; Sc.D. (1963) Saint Mary's College; LL.D. (1963) St. Lawrence University; Litt.D. (1965) American International College; Sc.D. (1966) Trinity College; Sc.D. (1967) Grinnell College, (1986) New York Medical College; Litt.D. (1969) Michigan State University; LL.D. (1971) Amherst College.

George William Bain, *Samuel A. Hitchcock Professor of Mineralogy and Geology, Emeritus.* B.Sc. (1921), M.Sc. (1923) McGill University; M.A. (1923), Ph.D. (1927) Columbia University; A.M. (hon. 1941) Amherst College.

Theodore Baird, *Samuel Williston Professor of English, Emeritus.* B.A. (1921) Hobart College; M.A. (1922), Ph.D. (1929) Harvard University; A.M. (hon. 1939) Amherst College.

Robert Hermann Breusch, *Walker Professor of Mathematics, Emeritus.* Ph.D. (1932) University of Freiburg; A.M. (hon. 1954) Amherst College.

George Armour Craig, *Samuel Williston Professor of English, Emeritus.* A.B. (1937) Amherst College; M.A. (1938), Ph.D. (1947) Harvard University; L.H.D. (hon. 1986) Amherst College.

Joseph Epstein, *George Lyman Crosby Professor of Philosophy, Emeritus.* B.S.S. (1939) City College of New York; Ph.D. (1951) Columbia University; A.M. (hon. 1961) Amherst College.

Richard Martin Foose, *Samuel A. Hitchcock Professor of Mineralogy and Geology, Emeritus.* B.S. (1937) Franklin and Marshall College; M.S. (1939) Northwestern University; Ph.D. (1942) The Johns Hopkins University; A.M. (hon. 1964) Amherst College.

Reginald Foster French, *Professor of Romance Languages, Emeritus.* B.A. (1927) Dartmouth College; M.A. (1928), Ph.D. (1934) Harvard University; A.M. (hon. 1947) Amherst College.

Alfred Freeman Havighurst, *Professor of History, Emeritus.* B.A. (1925) Ohio Wesleyan University; M.A. (1928) University of Chicago; Ph.D. (1936) Harvard University; A.M. (hon. 1955) Amherst College.

Kurt Maximilian Hertzfeld, *Treasurer, Emeritus.* B.A. (1941), M.B.A. (1942) Harvard University; A.M. (hon. 1969) Amherst College.

Ernest Alfred Johnson, *Professor of Romance Languages, Emeritus,* A.B. (1939) Amherst College; M.A. (1940) University of Chicago; M.A. (1941), Ph.D. (1950) Harvard University.

George Wallace Kidder, *Stone Professor of Biology, Emeritus.* B.A. (1926) University of Oregon; M.A. (1929) University of California; Ph.D. (1932) Columbia University; A.M. (hon. 1949) Amherst College; Sc.D. (hon. 1950) Wesleyan University.

George Burnham May, *Treasurer, Emeritus.* A.B. (1946) Amherst College.

Benjamin Franklin McCabe, *Parmly Billings Professor of Physical Education, Emeritus.* B.A. (1946) Iowa State Teacher's College; A.M. (hon. 1964) Amherst College.

Newton Felch McKeon, *Professor of English and Director of Robert Frost Library, Emeritus.* A.B. (1926) Amherst College.

Henry George Mishkin, *Professor of Music, Emeritus.* B.A. (1931) University of California; M.A. (1937), Ph.D. (1938) Harvard University; A.M. (hon. 1954) Amherst College.

Steven Martin Rostas, *Professor of Physical Education, Emeritus.* B.A. (1921) Br. Eötüos, Budapest; M.Ed. (1942) University of Massachusetts; A.M. (hon. 1961) Amherst College.

Edward Dwight Salmon, *Winkley Professor of History, Emeritus.* B.S. (1917) University of Rochester; M.A. (1923), Ph.D. (1934) Harvard University; A.M. (hon. 1938) Amherst College.

Edward Joseph Serues, *Professor of Physical Education, Emeritus,* B.S. (1956) Boston University; M.S. (1962) Springfield College; A.M. (hon. 1974) Amherst College.

Theodore Soller, *Professor of Physics, Emeritus.* B.A. (1922) Oberlin College; M.A. (1924), Ph.D. (1931) University of Wisconsin; A.M. (hon. 1946) Amherst College.

Willard Long Thorp, *Professor of Economics, Emeritus.* A.B. (1920) Amherst College; M.A. (1921) University of Michigan; Ph.D. (1924) Columbia University; LL.D. (1935) Marietta College, (1949) Amherst College, (1950) Albright College, (1960) University of Massachusetts, (1960) University of Michigan.

Robert Byron Whitney, *George H. Corey Professor of Chemistry, Emeritus.* B.A. (1924), Ph.D. (1927) University of Minnesota; A.M. (hon. 1944) Amherst College.

Richard Eugene Wilson, *Professor of Physical Education, Emeritus.* B.A.

(1934), Midland College; B.P.E. (1937), M.Ed. (1938) Springfield College; A.M. (hon. 1960) Amherst College.

Albert Elmer Wood, *Professor of Biology, Emeritus.* B.S. (1930) Princeton University; M.A. (1932), Ph.D. (1935) Columbia University; A.M. (hon. 1954) Amherst College.

Benjamin Munn Ziegler, *Bertrand Snell Professor of Political Science, Emeritus.* B.A. (1928) New York University; LL.B. (1931), Ph.D. (1935) Harvard University; A.M. (hon. 1952) Amherst College.

LECTURER

Henry Steele Commager, *John Woodruff Simpson Lecturer.* Ph.B. (1923), M.A. (1924), Ph.D. (1928) University of Chicago. M.A. (hon. 1947) Cambridge University, (hon. 1952) Oxford University, (hon. 1957) Amherst College; Ed.D. (1960) Rhode Island College of Education; Litt. D. (1958) Washington College, (1959) Ohio Wesleyan University, (1959) Monmouth College, (1964) University of Pittsburgh, (1965) Marymount College, (1967) Marietta College, (1970) Hampshire College; D.Litt. (1960) Michigan State University, (1962) Cambridge University, (1962) West Virginia University, (1962) Franklin and Marshall College, (1967) Wilson College, (1974) Adelphi University, C.W. Post College, (1975) Loyola University, (1979) Gonzaga University, (1984) Regents of the University of the State of New York, Albany; L.H.D. (1960) Brandeis University, (1962) University of Hartford, (1963) University of Puget Sound, (1964) Alfred College; LL.D. (1967) Merrimack College, (1967) Carleton College, (1967) Dickinson College, (1968) Franklin Pierce College, (1969) Columbia University, (1970) Ohio State University, (1974) University of Alaska, (1975) University of Cincinnati, (1975) Claremont Graduate College, (1976) University of Pennsylvania, (1980) Cornell College; D.H.L. (1970) Maryville College, (1972) University of Massachusetts.

PROFESSORS

Symbols beside names indicate: *On leave 1988-89.
†On leave first semester 1988-89.
‡On leave second semester 1988-89.

Rowland O. Abiodun, *Visiting Professor of Fine Arts and Black Studies.* B.A. (1965) Ahmadu Bello University; M.A. (1969) University of Toronto.

Hugh G. J. Aitken, *Olds Professor of Economics and American Studies.* B.A. (1943), M.A. (1947) St. Andrews University; M.A. (1948) University of Toronto; Ph.D. (1951) Harvard University; A.M. (hon. 1966) Amherst College.

Hadley P. Arkes, *Edward N. Ney Professor in American Institutions.* B.A. (1962) University of Illinois; Ph.D. (1967) University of Chicago; A.M. (hon. 1977) Amherst College.

David L. Armacost, *Professor of Mathematics.* B.A. (1965) Pomona College; M.S. (1966), Ph.D. (1969) Stanford University; A.M. (hon. 1980) Amherst College.

Lawrence Alan Babb, *Andrew W. Mellon Professor of Humanities (Anthropology).* B.A. (1963) University of Michigan; M.A. (1965), Ph.D. (1969) University of Rochester; A.M. (hon. 1980) Amherst College.

Duane W. Bailey, *Professor of Mathematics.* B.A. (1957) Washington State University; M.A. (1959), Ph.D. (1961) University of Oregon; A.M. (hon. 1973) Amherst College.

Ralph E. Beals, *Clarence Francis Professor of Economics.* B.S. (1958) University of Kentucky; M.A. (1959) Northwestern University; Ph.D. (1970) Massachusetts Institute of Technology; A.M. (hon. 1971) Amherst College.

Edward S. Belt, *Professor of Geology.* B.A. (1955) Williams College; M.A. (1957) Harvard University; Ph.D. (1963) Yale University; A.M. (hon. 1978) Amherst College.

Antonio Benítez-Rojo, *Professor of Romance Languages (Spanish).* B.A. (1950) Colegio de Belén and Instituto de Enseñanza Superior de Marianao; Ciencias Comerciales (1955) Universidad de La Habana; A.M. (hon. 1987) Amherst College.

Bruce B. Benson, *Professor of Physics.* A.B. (1943) Amherst College; M.S. (1945), Ph.D. (1947) Yale University.

Robert J. Bezucha, *Professor of History.* B.A. (1962) Lawrence University; M.A. (1963), Ph.D. (1968) University of Michigan; A.M. (hon. 1981) Amherst College.

Michael Birtwistle, *Professor of Theater and Dance.* B.A. (1960) Wesleyan University; M.F.A. (1962), Ph.D. (1967) Tulane University; A.M. (hon. 1985) Amherst College.

Gerald P. Brophy, *Professor of Geology and Director of Pratt Museum of Natural History.* B.A. (1951), M.A. (1953), Ph.D. (1954) Columbia University; A.M. (hon. 1968) Amherst College.

John A. Cameron†, *Professor of English.* B.A. (1952), M.A. (1957), Ph.D. (1963) Yale University; Diploma (1955) University of Edinburgh; A.M. (hon. 1970) Amherst College.

Mavis C. Campbell, *Professor of History.* B.S. (1958), M.S. (1960), Ph.D. (1971) University of London; A.M. (hon. 1983) Amherst College.

Otis Cary, *Professor of History and Representative of Amherst College at Doshisha University.* A.B. (1946) Amherst College; A.M. (1951) Yale University.

John T. Cheney, *Professor of Geology.* B.A. (1970), M.A. (1972) University of Montana; Ph.D. (1975) University of Wisconsin; A.M. (hon. 1987) Amherst College.

Fredric L. Cheyette, *Professor of History.* A.B. (1953) Princeton University; M.A. (1954), Ph.D. (1959) Harvard University; A.M. (hon. 1974) Amherst College.

Howell D. Chickering, Jr.‡, *Professor of English.* B.A. (1959) Dartmouth College; Ph.D. (1965) Indiana University; A.M. (hon. 1976) Amherst College.

Richard J. Cody, *Eliza J. Clark Folger Professor of English.* B.A. (1952) University of London (University College, Southampton); M.A. (1958), Ph.D. (1961) University of Minnesota; A.M. (hon. 1968) Amherst College.

Haskell R. Coplin‡, *Professor of Psychology.* B.A. (1947), M.A. (1948), Ph.D. (1951) University of Michigan; A.M. (hon. 1957) Amherst College.

David A. Cox, *Professor of Mathematics.* B.A. (1970) Rice University; Ph.D. (1975) Princeton University; A.M. (hon. 1988) Amherst College.

Michael Crowder, *Visiting Professor of Black Studies and History.* B.A. (1957), M.A. (1962) Oxford University.

Peter Czap, Jr., *Professor of History.* B.A. (1953) Rutgers University; Ph.D. (1959) Cornell University; A.M. (hon. 1973) Amherst College.

Asa J. Davis, *Professor of History and Black Studies.* B.A. (1948) Wilberforce University; S.T.B. (1951), S.T.M. (1952), Ph.D. (1960) Harvard University; A.M. (hon. 1972) Amherst College.

Benjamin DeMott, *Professor of English.* B.A. (1949) George Washington University; M.A. (1950), Ph.D. (1953) Harvard University; A.M. (hon. 1960) Amherst College.

Jerry P. Dennerline, *Professor of History.* B.A. (1964) Wabash College; M.A. (1966), Ph.D., (1973) Yale University; A.M. (hon. 1987) Amherst College.

William A. Dent, *Professor, Five College Department of Astronomy.* B.S. (1960) Case Institute of Technology; M.S. (1962), Ph.D. (1965) University of Michigan.

James Q. Denton, *Professor of Mathematics.* B.S. (1951) California Institute of Technology; M.S. (1958), Ph.D. (1962) University of Oregon; A.M. (hon. 1974) Amherst College.

Jan E. Dizard, *Professor of Sociology.* B.A. (1962) University of Minnesota at Duluth; M.A. (1964), Ph.D. (1967) University of Chicago; A.M. (hon. 1978) Amherst College.

Paul B. Dorain, *Visiting Professor of Chemistry.* B.S. (1950) Yale University; Ph.D. (1954) Indiana University.

Henry F. Dunbar, *Professor of Physical Education.* A.B. (1944) Amherst College; M.A. (1949), Ph.D. (1950) Columbia University.

Richard D. Fink*, *George H. Corey Professor of Chemistry.* A.B. (1958) Harvard University; Ph.D. (1962) Massachusetts Institute of Technology; A.M. (hon. 1971) Amherst College.

Stephen A. George, *Professor of Biology (Neuroscience).* B.S. (1964) University of British Columbia; Ph.D. (1970) The Johns Hopkins University; A.M. (hon. 1984) Amherst College.

Deborah B. Gewertz, *Professor of Anthropology.* B.A. (1969) Queens College; Ph.D. (1977) City University of New York; A.M. (hon. 1988) Amherst College.

Richard A. Goldsby, *Adjunct Professor in Biology.* B.A. (1957) University of Kansas; Ph.D. (1961) University of California at Berkeley; A.M. (hon. 1985) Amherst College.

Paul Goldsmith, *Professor, Five College Department of Astronomy.* A.B. (1969), Ph.D. (1975) University of California at Berkeley.

Peter J. Gooding, *Professor of Physical Education and Director of Athletics.* D.L.C. (1964) Loughborough College; M.A. (1967) University of Massachusetts; A.M. (hon. 1981) Amherst College.

Joel E. Gordon, *Stone Professor of Natural Science.* B.A. (1952) Harvard University; Ph.D. (1958) University of California at Berkeley; A.M. (hon. 1969) Amherst College.

Theodore P. Greene, *Winthrop H. Smith Professor of History.* A.B. (1943) Amherst College; M.A. (1948), Ph.D. (1970) Columbia University.

George S. Greenstein‡, *Professor, Five College Department of Astronomy.* B.S. (1962) Stanford University; Ph.D. (1968) Yale University; A.M. (hon. 1983) Amherst College.

Frederick T. Griffiths†, *Professor of Classics.* B.A. (1969) Yale College; M.A. (1972), Ph.D. (1974) Harvard University; A.M. (hon. 1984) Amherst College.

Robert F. Grose, *Professor of Psychology.* B.A. (1944), M.S. (1947), Ph.D. (1953) Yale University; A.M. (hon. 1970) Amherst College.

Werner L. Gundersheimer, *Adjunct Professor of History and Director of the Folger Shakespeare Library.* A.B. (1959) Amherst College; M.A. (1960), Ph.D. (1963) Harvard University.

Allen Guttmann, *Professor of English and American Studies.* B.A. (1953) University of Florida; M.A. (1956) Columbia University; Ph.D. (1961) University of Minnesota; A.M. (hon. 1971) Amherst College.

John B. Halsted, *Winkley Professor of History.* B.A. (1948), M.A. (1949) Wesleyan University; Ph.D. (1954) Columbia University; A.M. (hon. 1966) Amherst College.

Edward R. Harrison, *Professor, Five College Department of Astronomy.* Fellow, Institute of Physics (England); Fellow, Royal Astronomical Society.

Hugh D. Hawkins, *Anson D. Morse Professor of History and American Studies.* B.A. (1950) DePauw University; Ph.D. (1954) The Johns Hopkins University; A.M. (hon. 1969) Amherst College.

William W. Heath, *Professor of English.* A.B. (1951) Amherst College; M.A. (1952) Columbia University; Ph.D. (1956) University of Wisconsin.

William M. Hexter‡, *Edward S. Harkness Professor of Biology.* B.A. (1949), M.A. (1951), Ph.D. (1953) University of California at Berkeley; A.M. (hon. 1966) Amherst College.

Robert C. Hilborn†, *Professor of Physics.* B.A. (1966) Lehigh University; M.A. (1967), Ph.D. (1971) Harvard University; A.M. (hon. 1987) Amherst College.

Marie-Hélène Huet†, *William R. Kenan, Jr., Professor of Romance Languages (French).* Licence (1964), Maîtrise (1965), Doctorat (1968) Université de Bordeaux, Faculté des Lettres et Sciences Humaines; A.M. (hon. 1986) Amherst College.

William M. Irvine, *Professor, Five College Department of Astronomy.* B.A. (1957) Pomona College; Ph.D. (1961) Harvard University.

B. Rajam Iyer, *Joseph E. and Grace W. Valentine Professor of Music.* B.A. (1945) University of Madras, India.

Thomas R. Kearns, *William H. Hastie Professor of Philosophy.* A.B. (1959) University of Illinois; LL.B. (1962), M.A. (1964) University of California; Ph.D. (1968) University of Wisconsin; A.M. (hon. 1981) Amherst College.

Susan Kenney, *Visiting Writer.* B.A. (1963) Northwestern University; M.A. (1964), Ph.D. (1968) Cornell University.

William E. Kennick†, *G. Henry Whitcomb Professor of Philosophy.* B.A. (1945) Oberlin College; Ph.D. (1952) Cornell University; A.M. (hon. 1962) Amherst College.

Heinz Kohler, *Professor of Economics.* B.A. (1956) Free University of Berlin; M.A. (1958), Ph.D. (1961) University of Michigan; A.M. (hon. 1969) Amherst College.

Allen Kropf, *Julian H. Gibbs Professor in the Natural and Mathematical Sciences.* B.S. (1951) Queens College; Ph.D. (1954) University of Utah; A.M. (hon. 1969) Amherst College.

Joseph N. Kushick, *Professor of Chemistry.* A.B. (1969) Columbia College; Ph.D. (1975) Columbia University; A.M. (hon. 1988) Amherst College.

John Y. Kwan, *Professor, Five College Department of Astonomy.* B.S. (1969) Utah State University; Ph.D. (1972) California Institute of Technology.

N. Gordon Levin, Jr., *Dwight Morrow Professor of History and American Studies.* B.A. (1956) Yale University; Ph.D. (1967) Harvard University; A.M. (hon. 1975) Amherst College.

James E. Maraniss, *Professor of Romance Languages (Spanish).* B.A. (1966), M.A. (1967) Harvard University; Ph.D. (1975) Princeton University; A.M. (hon. 1985) Amherst College.

Peter Marshall, *Moore Professor of Latin.* B.A. (1954) University College of Southwales and Monmouthshire; B.A. (1956), M.A. (1960) Wadham College, Oxford University; A.M. (hon. 1973) Amherst College.

James G. Mauldon, *Walker Professor of Mathematics.* M.A. (1947) Oxford University; A.M. (hon. 1970) Amherst College.

J. Tracy Mehr, *Professor of Physical Education.* B.A. (1950) Holy Cross College; M.B.A. (1967) Boston College; A.M. (hon. 1979) Amherst College.

Ray A. Moore, *Professor of History.* B.A. (1958), M.A. (1960), Ph.D. (1968) University of Michigan; A.M. (hon. 1976) Amherst College.

Walter E. Nicholson†, *Professor of Economics.* B.A. (1964) Williams College; Ph.D. (1970) Massachusetts Institute of Technology; A.M. (hon. 1978) Amherst College.

Barry F. O'Connell‡, *Professor of American Studies and English.* B.A. (1966) Harvard College; M.A. (1972), Ph.D. (1976) Harvard University; A.M. (hon. 1984) Amherst College.

Rose R. Olver†, *Professor of Psychology.* B.A. (1958) Swarthmore College; Ph.D. (1962) Radcliffe College; A.M. (hon. 1973) Amherst College.

James E. Ostendarp, *Professor of Physical Education.* B.S. (1952) Bucknell University; M.A. (1956) Columbia University; A.M. (hon. 1966) Amherst College.

John Pemberton III†, *Stanley Warfield Crosby Professor of Religion.* B.A. (1948) Princeton University; B.D. (1952), Ph.D. (1958) Duke University; A.M. (hon. 1967) Amherst College.

Dale E. Peterson, *Professor of English and Russian.* B.A. (1963) Harvard University; M.A. (1965), Ph.D. (1971) Yale University; A.M. (hon. 1981) Amherst College.

John A. Petropulos*, *Professor of History.* B.A. (1951) Yale University; Ph.D. (1963) Harvard University; A.M. (hon. 1974) Amherst College.

Donald S. Pitkin, *Professor of Anthropology.* B.A. (1947), M.A. (1950), Ph.D. (1954) Harvard University; A.M. (hon. 1966) Amherst College.

Dominic L. Poccia, *Professor of Biology.* B.S. (1967) Union College; A.M. (1968), Ph.D. (1971) Harvard University; A.M. (hon. 1987) Amherst College.

Peter R. Pouncey, *Professor of Classics.* B.A. (1964), M.A. (1967) Oxford University; Ph.D. (1969) Columbia University; A.M. (hon. 1985) Amherst College; LL.D. (hon. 1985) Williams College; L.H.D. (hon. 1987) Doshisha University.

William H. Pritchard, *Henry Clay Folger Professor of English.* A.B. (1953) Amherst College; M.A. (1956), Ph.D. (1960) Harvard University.

Stanley J. Rabinowitz, *Professor of Russian.* A.B. (1967) City University of New York (Brooklyn College); A.M. (1969), Ph.D. (1975) Harvard University; A.M. (hon. 1984) Amherst College.

David B. Reck, *Professor of Music.* B. Mus. (1956) University of Houston; M.Mus. (1959) University of Texas; Ph.D. (1983) Wesleyan University; A.M. (hon. 1986) Amherst College.

Roger Reynolds, *Joseph E. and Grace W. Valentine Professor of Music.* B.S.E. (1957), B.M. (1960), M.M. (1961) University of Michigan.

Robert H. Romer, *Professor of Physics.* A.B. (1952) Amherst College; Ph.D. (1955) Princeton University.

Andrea B. Rushing*, *Professor of Black Studies and English.* B.A. (1962) Queens College, City University of New York; M.A. (1970) Simmons College; Ph.D. (1983) University of Massachusetts; A.M. (hon. 1987) Amherst College.

Austin D. Sarat, *William Nelson Cromwell Professor of Jurisprudence and Political Science.* B.A. (1969) Providence College; M.A. (1970), Ph.D. (1973) University of Wisconsin; A.M. (hon. 1984) Amherst College; J.D. (1988) Yale Law School.

Carl N. Schmalz, Jr., *Professor of Fine Arts.* B.A. (1948), M.A. (1949), Ph.D. (1958) Harvard University; A.M. (hon. 1969) Amherst College.

Marc S. Silver, *Massachusetts Professor of Chemistry.* B.A. (1955) Harvard University; Ph.D. (1959) California Institute of Technology; A.M. (hon. 1969) Amherst College.

David R. Sofield, *Professor of English.* B.A. (1957) Princeton University; M.A. (1965), Ph.D. (1971) Stanford University; A.M. (hon. 1977) Amherst College.

Piotr Sommer, *Visiting Professor of English.* M.A. (1973) University of Warsaw.

Charles A. Sorenson‡, *Professor of Psychology.* B.A. (1966) University of California at Berkeley; Ph.D. (1971) University of California at Los Angeles; A.M. (hon. 1984) Amherst College.

Lewis Spratlan*, *Professor of Music.* B.A. (1962), M.Mus. (1965) Yale University; A.M. (hon. 1980) Amherst College.

Norton Starr, *Professor of Mathematics.* A.B. (1958) Harvard College; Ph.D. (1964) Massachusetts Institute of Technology; A.M. (hon. 1978) Amherst College.

Stephen E. Strom, *Professor, Five College Department of Astronomy.* A.B. (1962), A.M., Ph.D. (1964) Harvard University.

Robert Sweeney, *Professor of Fine Arts.* B.F.A. (1970), M.F.A. (1972) Boston University; A.M. (hon. 1986) Amherst College.

William C. Taubman, *Bertrand Snell Professor of Political Science.* B.A. (1962) Harvard College; M.A. (1965), Ph.D. (1969) Columbia University; A.M. (hon. 1978) Amherst College.

Robert A. F. Thurman, *Professor of Religion.* B.A. (1968), A.M. (1969), Ph.D. (1972) Harvard University; A.M. (hon. 1985) Amherst College.

William E. Thurston, *Professor of Physical Education.* B.S. (1957), M.S. (1962) University of Michigan; A.M. (hon. 1979) Amherst College.

Ronald S. Tiersky, *Professor of Political Science.* B.A. (1966) University of Illinois; M.A. (1971), Ph.D. (1972) Columbia University; A.M. (hon. 1987) Amherst College.

Dudley H. Towne, *Emily C. Jordan Folger Professor of Physics.* B.S. (1947) Yale University; M.A. (1949), Ph.D. (1953) Harvard University; A.M. (hon. 1964) Amherst College.

Robert C. Townsend, *Professor of English.* B.A. (1957) Princeton University; B.A. (1959) Cambridge University; Ph.D. (1962) Harvard University; A.M. (hon. 1974) Amherst College.

Frank A. Trapp, *William R. Mead Professor of Fine Arts.* B.A. (1943) Carnegie Institute of Technology; M.A. (1947), Ph.D. (1952) Harvard University; A.M. (hon. 1963) Amherst College.

Joel M. Upton, *Professor of Fine Arts.* A.B. (1963) Rutgers University; M.A. (1968), Ph.D. (1972) Bryn Mawr College; A.M. (hon. 1984) Amherst College.

David Van Blerkom, *Professor, Five College Department of Astronomy.* B.S. (1963) City College of New York; Ph.D. (1969) University of Colorado.

Russell H. Weigel, *Professor of Psychology.* A.B. (1965) Bowdoin College; M.A. (1967) George Washington University; Ph.D. (1973) University of Colorado; A.M. (hon. 1985) Amherst College.

Frank H. Westhoff, *Professor of Economics.* S.B. (1969) Massachusetts Institute of Technology; M.Ph. (1971), M.A. (1973), Ph.D. (1974) Yale University; A.M. (hon. 1985) Amherst College.

Donald O. White, *Professor of German.* B.A. (1953), M.A. (1956), Ph.D. (1963) Yale University; A.M. (hon. 1970) Amherst College.

David W. Wills*, *Professor of Religion.* A.B. (1962) Yale University; B.D. (1966) Princeton Theological Seminary; Ph.D. (1975) Harvard University; A.M. (hon. 1983) Amherst College.

Geoffrey R. Woglom, *Professor of Economics.* B.A. (1968) Yale College; M.Ph. (1970), Ph.D. (1974) Yale University; A.M. (hon. 1984) Amherst College.

William F. Zimmerman, *Professor of Biology.* B.A. (1960), Ph.D. (1966) Princeton University; A.M. (hon. 1980) Amherst College.

ASSOCIATE PROFESSORS

Elizabeth J. Aries, *Associate Professor of Psychology.* B.A. (1969) University of Michigan; M.A. (1971), Ph.D. (1973) Harvard University.

Thomas T. Arny†, *Associate Professor, Five College Department of Astronomy.* B.A. (1961) Haverford College; Ph.D. (1965) University of Arizona.

Amrita Basu†, *Associate Professor of Political Science.* B.A. (1975) Cornell University; M.A. (1977), M.Phil. (1978), Ph.D. (1985) Columbia University.

Ute T. Brandes, *Associate Professor of German.* B.A. (1972), M.A. (1974) University of New Hampshire; Ph.D. (1982) Harvard University.

Jay Caplan‡, *Associate Professor of Romance Languages (French).* A.B. (1967) Oberlin College; M.A. (1969), Ph.D. (1973) Yale University.

Carol Clark, *Associate Professor of Fine Arts and American Studies.* A.B. (1969), M.A. (1971) University of Michigan; Ph.D. (1981) Case Western Reserve University.

Francis G. Couvares, *Associate Professor of History and American Studies* B.A. (1969) University of Pittsburg; M.A. (1973), Ph.D. (1980) University of Michigan.

Tom R. Dennis, *Associate Professor, Five College Department of Astronomy.* A.B. (1963), M.A. (1964) University of Michigan; M.A. (1966), Ph.D. (1970) Princeton University.

Robert L. Dickman, *Associate Professor, Five College Department of Astronomy.* A.B. (1969) Columbia College; M.A. (1972), M.Phil. (1974), Ph.D. (1976) Columbia University.

David M. Dooley, *Associate Professor of Chemistry.* B.A. (1974) University of California at San Diego; Ph.D. (1978) California Institute of Technology.

Robert Doran, *Associate Professor of Religion.* S.T.Lect. (1967) Blackfriars Seminary; S.T.Lic. (1970) Universita di S. Tommaso; L.S.S. (1971) Pontifical Biblical Institute; Th.D. (1977) Harvard Divinity School.

Suzan S. Edwards‡, *Associate Professor, Five College Department of Astronomy.* B.A. (1973) Dartmouth College; M.A. (1975), Ph.D. (1980) University of Hawaii.

Robert Gooding-Williams, *Associate Professor of Philosophy and Black Studies.* B.A. (1975) Yale College; Ph.D. (1982) Yale University.

Rebecca H. Hague, *Associate Professor of Classics.* A.B. (1976) The College of William and Mary; M.A. (1978), Ph.D. (1980) The Johns Hopkins University.

Jerome L. Himmelstein, *Associate Professor of Sociology.* B.A. (1970) Columbia College; M.A. (1972), Ph.D. (1979) University of California at Berkeley.

Larry R. Hunter, *Associate Professor of Physics.* B.A. (1974) Columbia University; M.A. (1978), Ph.D. (1981) University of California at Berkeley.

Kannan Jagannathan*, *Associate Professor of Physics.* B.Sc. (1973) Loyola College; M.Sc. (1977) Indian Institute of Technology, Madras; M.A. (1977), Ph.D. (1980) University of Rochester.

Susan G. Kleinmann, *Associate Professor, Five College Department of Astronomy.* B.A. (1967) Trinity College, Washington, D.C.; M.S. (1969), Ph.D. (1971) Rice University.

Pavel Machala*, *Associate Professor of Political Science.* B.A. (1970) St. Olaf College; M.A. (1972), Ph.D. (1976) The Johns Hopkins University.

Michelle D. Morgan, *Associate Professor of Physical Education.* B.A. (1974) Colorado Women's College; M.S. (1976) Smith College.

Susan R. Niditch, *Associate Professor of Religion and Bruss Reader.* A.B. (1972) Radcliffe College; Ph.D. (1977) Harvard University.

Andrew C. Parker*, *Associate Professor of English.* B.A. (1975) Princeton University; M.A. (1977), Ph.D. (1987) University of Chicago.

Lisa A. Raskin, *Associate Professor of Psychology.* B.A. (1975) Skidmore College; M.A. (1977), Ph.D. (1979) Princeton University.

David I. Ratner, *Associate Professor of Biology.* B.S., M.S. (1968) Yale University; Ph.D. (1975) Harvard University.

F. Peter Schloerb, *Associate Professor, Five College Department of Astronomy.* B.A. (1973) Hamilton College; Ph.D. (1978) California Institute of Technology.

Eve K. Sedgwick*, *Associate Professor of English.* B.A. (1971) Cornell University; M.Phil. (1974), Ph.D. (1975) Yale University.

Mark D. Semon, *Visiting Associate Professor of Physics.* A.B. (1971) Colgate University; M.S. (1973), Ph.D. (1976) University of Colorado.

John W. Servos, *Associate Professor of History.* A.B. (1972) Columbia College; Ph.D. (1979) The Johns Hopkins University.

Ronald L. Snell, *Associate Professor, Five College Department of Astronomy.* B.A. (1973) University of Kansas; M.A. (1975), Ph.D. (1979) University of Texas.

Doris Sommer*, *Associate Professor of Romance Languages (Spanish).* B.A. (1968) Douglass College; B.A. (1970), M.A. (1970) Hebrew University, Jerusalem; Ph.D. (1977) Rutgers University.

Eugene Tademaru, *Associate Professor, Five College Department of Astronomy.* B.A. (1964) University of Illinois; Ph.D. (1969) University of Chicago.

Jane A. Taubman, *Associate Professor of Russian.* B.A. (1964) Radcliffe College; M.A. (1968), Ph.D. (1972) Yale University.

Daniel J. Velleman, *Associate Professor of Mathematics.* B.A. (1976) Dartmouth College; M.A. (1977), Ph.D. (1980) University of Wisconsin.

Marguerite R. Waller†, *Associate Professor of English.* B.A. (1969) Cornell University; M.Ph. (1972), Ph.D. (1978) Yale University.

Richard White, *Associate Professor, Five College Department of Astronomy.* B.A. (1956) University of Rochester; Ph.D. (1961) Washington University.

Patrick Williamson, *Associate Professor of Biology.* B.A. (1970) Beloit College; M.A. (1971), Ph.D. (1974) Harvard University.

Beth V. Yarbrough, *Associate Professor of Economics.* B.S. (1977) University of Texas; M.A. (1980), Ph.D. (1983) University of Washington.

Robert Yarbrough, *Visiting Associate Professor of Economics.* B.S. (1977) University of Texas at Dallas; M.A. (1980), Ph.D. (1983) University of Washington.

Judith S. Young, *Associate Professor, Five College Department of Astronomy.* B.A. (1974) Harvard University; M.S. (1977), Ph.D. (1979) University of Minnesota.

Arthur G. Zajonc, *Associate Professor of Physics.* B.S.E. (1971), M.S. (1973), Ph.D. (1976) University of Michigan.

ASSISTANT PROFESSORS

Douglas Anderson, *Assistant Professor of Theater and Dance/English.* B.A. (1975) Kenyon College; M.F.A. (1978) University of Nebraska.

Michele A. Barale, *Visiting Assistant Professor of English.* B.A. (1968), M.A. (1975) Loyola University; Ph.D. (1983) University of Colorado.

Daniel Barbezat, *Assistant Professor of Economics.* B.A. (1982) Southern Illinois University at Carbondale; M.S. (1984) University of Illinois at Champaign.

Debra A. Barbezat*, *Assistant Professor of Economics.* A.B. (1979) Smith College; M.A. (1983), Ph.D. (1985) University of Michigan.

Gregory S. Call, *Assistant Professor of Mathematics.* A.B. (1980) Dartmouth College; A.M. (1981), Ph.D. (1986) Harvard University.

Rosalina de la Carrera†, *Assistant Professor of Romance Languages (French).* B.A. (1973) Carleton College; M.A. (1977) Cornell University; Ph.D. (1985) The Johns Hopkins University.

Charles C. Chancey, *Visiting Assistant Professor of Physics.* B.Sc. (1977) Miami University; M.A. (1980), Ph.D. (1984) Johns Hopkins Univeristy.

C. Rhonda Cobham-Sander, *Assistant Professor of Black Studies and English.* B.A. (1974) University of the West Indies; Ph.D. (1982) University of Saint Andrews.

Peter D. Crowley, *Assistant Professor of Geology.* B.Sc. (1979) McGill University; Ph.D. (1985) Massachusetts Institute of Technology.

Suzanne P. Dougan†, *Assistant Professor of Theater and Dance.* A.B. (1973) Vassar College; M.F.A. (1979) Yale School of Drama.

Susan A. Duffy, *Assistant Professor of Psychology.* B.A. (1971) Radcliffe College; Ed.M. (1975) Harvard University; Ph.D. (1983) University of Michigan.

Thomas L. Dumm*, *Assistant Professor of Political Science.* B.A. (1976), M.A. (1978) Pennsylvania State University; Ph.D. (1984) Cornell University.

Paul W. Ewald, *Assistant Professor of Biology.* B.Sc. (1975) University of California at Irvine; Ph.D. (1980) University of Washington.

Judith E. Frank, *Assistant Professor of English.* B.A. (1981) The Hebrew University of Jerusalem; M.A. (1986), M.F.A. (1987) Cornell University.

Alexander George, *Assistant Professor of Philosophy.* B.A. (1979) Columbia College; M.A. (1983), Ph.D. (1986) Harvard University.

Miriam Goheen, *Assistant Professor of Anthropology/Sociology.* B.A. (1976) Oregon State University; A.M. (1978), Ph.D. (1984) Harvard University.

Janet Gyatso, *Visiting Assistant Professor of Religion.* B.A. (1972), M.A. (1974), Ph.D. (1981) University of California at Berkeley.

David E. Hansen*, *Assistant Professor of Chemistry.* Sc.B. (1979) Brown University; Ph.D. (1986) Harvard University.

Tekla Harms, *Assistant Professor of Geology.* A.B. (1977) Bryn Mawr; M.Sc. (1982) Queens University, Kingston, Ontario; Ph.D. (1986) University of Arizona.

Leah D. Hewitt, *Assistant Professor of Romance Languages (French).* B.A. (1972) Kent State University; M.A. (1974), Ph.D. (1979) University of California at Berkeley.

David D. Hixon, *Assistant Professor of Physical Education.* A.B. (1975) Amherst College; M.S. (1979) University of Massachusetts.

James W. Hughes, *Assistant Professor of Economics.* B.A. (1977), M.A. (1978) Boston University; Ph.D. (1987) University of Michigan.

Margaret R. Hunt, *Assistant Professor of History.* A.B. (1976) Radcliffe College; M.T.S. (1978) Harvard Divinity School; Ph.D. (1986) New York University.

Jenny L. Kallick, *Assistant Professor of Music.* B. Mus. (1969) University of Southern California; M.M.A. (1973) Yale School of Music; M.Phil. (1986), Ph.D. (1987) Yale University.

Daniel Lettieri, *Visiting Assistant Professor of Fine Arts.* B.A. (1974) State University College at Buffalo; M.A. (1977) University of Maryland; Ph.D. (1984) Yale University.

Peter Lobdell, *Visiting Assistant Professor of Theater and Dance.* A.B. (1968) Amherst College.

Elizabeth E. Lyons, *Assistant Professor of Biology.* A.B. (1981) Harvard University; M.F.S. (1981) Yale University; Ph.D. (1986) Duke University.

Nathan Margalit, *Visiting Assistant Professor of Fine Arts.* B.A. (1974) Michaelis School of Fine Art, University of Cape Town; M.F.A. (1977) Maryland Institute College of Art.

Mark D. Marshall, *Assistant Professor of Chemistry.* B.S. (1979) University of Rochester; M.A. (1981), Ph.D. (1985) Harvard University.

Catherine C. McGeoch, *Assistant Professor of Computer Science.* B.S. (1981) Butler University; M.S. (1983), Ph.D. (1986) Carnegie-Mellon University.

Lyle A. McGeoch, *Assistant Professor of Computer Science.* B.S.E. (1981) Princeton University; M.S. (1983), Ph.D. (1987) Carnegie-Mellon University.

Karl D. Miran, *Assistant Professor of Physical Education.* B.A. (1977) Middlebury College; M.A. (1980) Lehigh University.

Matthew Mizenko, *Assistant Professor of Asian Languages and Literatures.* A.B. (1973) Columbia College.

Holly W. Montague, *Assistant Professor of Classics.* A.B. (1981) Smith College; Ph.D. (1987) Harvard University.

Samuel C. Morse, *Assistant Professor of Fine Arts.* B.A. (1978) Harvard College; Ph.D. (1985) Harvard University.

Patricia B. O'Hara, *Assistant Professor of Chemistry.* B.A. (1976) Adelphi University; Ph.D. (1981) Columbia University.

Thomas I. Palley, *Assistant Professor of Economics.* B.A. (1976) Oxford University; M.A. (1982), M.Phil. (1984) Yale University.

Stephen Parkany, *Assistant Professor of Music.* B.A. (1977) Yale University; M.A. (1980) University of California at Berkeley.

John E. Rager III, *Assistant Professor of Computer Science.* S.B. (1977) Massachusetts Institute of Technology; S.M. (1978) University of Chicago; Ph.D. (1987) Northwestern University.

Sean Redding, *Assistant Professor of History.* B.A. (1978) Swarthmore College; Ph.D. (1987) Yale University.

Paul Rockwell, *Assistant Professor of Romance Languages (French).* B.A. (1980), M.A. (1982), Ph.D. (1988) University of Wisconsin.

Christian Rogowski, *Assistant Professor of German.* B.A. (1980) Mannheim University; M.A. (1981) London University; Ph.D. (1988) Harvard University.

James Rothenberg*, *Assistant Professor of Anthropology/Sociology.* B.A. (1968) Washington University; M.A. (1979), Ph.D. (1982) University of Michigan.

Jeffrey Rubin, *Assistant Professor of Political Science.* B.A. (1978) Harvard College.

Benigno R. Sánchez-Eppler, *Visiting Assistant Professor of Romance Languages (Spanish).* B.A. (1979) Williams College; B.A. (1981), M.Phil. (1983) Cambridge University; M.A. (1986) Johns Hopkins University.

Karen Sánchez-Eppler, *Assistant Professor of American Studies and English.* B.A. (1981) Williams College; B.A. (1983) Cambridge University; M.A. (1986) Johns Hopkins University.

Stephanie Sandler, *Assistant Professor of Russian.* A.B. (1975) Princeton University; M.A. (1978), Ph.D. (1982) Yale University.

Stephen E. Schneider, *Assistant Professor, Five College Department of Astronomy.* B.A. (1979) Harvard University; M.S. (1982), Ph.D. (1985) Cornell University.

Michael F. Skrutskie, *Assistant Professor, Five College Department of Astronomy.* B.A. (1981), M.S. (1984) Cornell University.

Stephen R. Smith, *Visiting Assistant Professor of Anthropology.* B.A. (1970) Tufts University; M.A. (1976) New York University; M.Phil. (1981), Ph.D. (1988) Columbia University.

Wako Tawa, *Assistant Professor of Asian Languages and Literatures.* B.A. (1971) State University of New York at Buffalo; M.A. (1975) International Christian University; Ph.D. (1986) Pennsylvania State University.

Dana R. Villa, *Visiting Assistant Professor of Political Science.* A.B. (1979) Amherst College; M.A. (1982), Ph.D. (1987) Princeton University.

Jonathan M. Vogel, *Assistant Professor of Philosophy.* B.A. (1976), Ph.D. (1986) Yale University.

John M. Weeks, Jr., *Assistant Professor of Russian.* B.A. (1978) Amherst College; M.A. (1980), Ph.D. (1987) University of California at Berkeley.

Wendy Woodson, *Assistant Professor of Theater and Dance.* B.A. (1969), M.A. (1976) George Washington University.

Susan M. Zawacki, *Assistant Professor of Physical Education.* B.S. (1974) State University College at Cortland; M.S. (1978) Ithaca College.

LECTURERS

Nathaniel Berman, J.D., *Mellon Lecturer*
Thomas Haxo, M.A., *Fine Arts*
Thomas Looker, A.B., *American Studies*
Laurie Maffly-Kipp, M.Phil., *Religion*
Aida Nawar, Ph.D., *French*
Hilda Otaño-Benítez, Ph.D., *Spanish*
Helen von Schmidt, A.B., *English*
Karen Wesler, M.A., *Fine Arts*
Evelyne Woestelandt, Ph.D., *French*

SENIOR TEACHING ASSOCIATES

Frederick B. Johnson, M.A., *Russian*
Viktoria Schweitzer, Degree, *Russian*

SENIOR RESEARCH ASSOCIATE

Daniel Krause, Jr., Ph.D., *Physics*

RESEARCH ASSISTANTS

Rustom N. Antia, M.S., *Biology*
Danielle B. Clair, B.A., *Biology*
Martin H. Cole, B.A., *Chemistry*
Cheryl E. Cote, M.S., *Chemistry*
Dwynwen A. DeSilver, B.S., *Biology*
Mark D. Driscoll, B.S., *Chemistry*
Kenneth S. Katz, B.A., *Biology*
Susan A. Keys, M.S., *Biology*
Michele A. McGuirl, B.S., *Chemistry*
Deborah A. Moreau, B.S., *Chemistry*
Tira Pandolf, M.S., *Biology*
John G. Perreault, B.S., *Chemistry*
Maria Estela Puchulu de Campanella, B.S., *Biology*
Susan J. Raymond, B.S., *Chemistry*
Bret M. Ver Hoven, B.S., *Biology*

VISITING SCHOLARS

Hideo Miyamoto, Doshisha University
Haruo Rusu, Waseda University
Tomoko Sato, Yonezawa College

LANGUAGE ASSISTANTS

Anja Brockert, *German*
Serge Chauvin, *French*
Laura Cynober, *Levy-Despas Fellow, French*
Hua Lan, M.Ed., *Chinese*
Nicole Ritterbusch, *German*
Francoise Viano, *French*

COPELAND FELLOWS

Radhika Coomaraswamy
Ruthanne Deutsch
Chikwenye Okonjo Ogunyemi
Daniel Rosenberg
Sun Tao-Heng
Vladimir Zhdanov

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Committee on Educational Policy. Professors Czap, Harms, Himmelstein, Morse, and Starr; Grant Alger '89, Karin Chang '89, and one student to be elected.

College Council. Professors Couvares (Chair), Montague, and Ratner; Deans Lee, Lieber *(ex officio)*, and Nussbaum; George Gaskin '91, Michael O'Connor '90, Matthew Zapruder '89, Michael Zimmerman '89 (President of the Board of Governors, *ex officio*), and one student to be elected.

Committee on Discipline. Professors Doran, Gordon, Kallick, and Servos; Dean Lieber (Chair, *ex officio)*; Ben Gundersheimer '89, Lauren Heggestad '90, Christopher Mahan '89, and Lara Sutherland '90.

Committee on Priorities and Resources. Professors Dizard, (Chair), Peterson, and Velleman; President Pouncey *(ex officio)*; Acting Dean Beals *(ex officio)*, Mr. Scott *(ex officio)*; Edwin Rigaud '89, Deborah Hull '91, and two students to be elected.

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Committee on Student Fellowships. Professors Armacost (Chair), Birtwistle, Clark, Dennerline, and Westhoff; Dean Case (Secretary, *ex officio)*.

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Committee on Academic Standing. Professors Arkes, Dooley, and White; Deans Cary *(ex officio)*, Case, Gentile *(ex officio)*, Heath, Johnson, Lee, Lieber (Chair), Little , Moss, and Nussbaum *(ex officio)*; Mr. Mager (Secretary, *ex officio)*.

Committee on Guidance, Counseling and Health Services. Professors Hunt and Weeks; Deans Lieber (Chair) and Little; Drs. May and vanPelt; students to be appointed.

Committee on Honorary Degrees. Professors Denton, W. Taubman, and Trapp; three students to be appointed.

Committee on Affirmative Action and Personnel Policies. Professors Sofield and Towne; Deans Lee and Whittingham; Mses. Ryznic and Robinson (Affirmative Action Officer, *ex officio)*; Mr. Wiltsie, Director of Personnel *(ex officio)*; others to be appointed.

Committee on Physical Education and Athletics. Professors Gewertz, Gooding (Chair), Hixon, Mauldon, Miran, Woglom, and Zawacki; Dean Lieber *(ex officio)*; Dr. vanPelt *(ex officio)*; Leigh Abramson '90 and David Truman '90.

Committee on Special Programs. Professors Marshall, Palley, and Poccia; Dean Lieber *(ex officio).*

Faculty Computer Committee. Professors Crowley, Grose, Hughes, and Vogel; Ms. Steele; students to be appointed.

Five-College Black Studies Executive Committee. Professor Rushing.

Lecture and Eastman Fund Committee. Professors Silver and Cody, and one faculty member to be appointed.

Library Committee. Professors Ewald, Halsted, and Hewitt; Mr. Bridegam *(ex officio)*, Marc Grella '89 and Sherill Stroschein '91.

Premedical Advisor. Professor Hexter.

Five-College Representative to the University of Massachusetts Graduate Council. Professor Hunter.

Security Advisory Committee. Professor Cobham-Sander; Deans Gentile and Lieber (Chair); Messrs. DelManzo, Dion, and Zaniewski; Michael Avitzur '90 and Anne Smith '89.

Orientation Committee. Professors Belt and Reck; Deans Heath (Chair), Lee, and Moss; Ji Soo Kim '91, Francesca Purcell '89, Andrew Rosenberg '90, and John Turgoman '91.

Archives Committee. Professor Hawkins; Messrs. Bridegam *(ex officio)* and Lancaster *(ex officio)*, Ms. D'Arienzo *(ex officio).*

Committee on Health and Safety. Professors Sweeney and Zawacki; Dean Lieber, Dr. vanPelt; Ms. Crabtree; Messrs. DelManzo, Dion, Morton, and Wiltsie (Chair); three students to be appointed.

Administrative and Professional Officers

Peter R. Pouncey, *President of the College.* B.A. (1964), M.A. (1967) Oxford University; Ph.D. (1969) Columbia University; A.M. (hon. 1985) Amherst College; LL.D. (hon. 1986) Williams College; L.H.D. (hon. 1987) Doshisha University.

George B. May, *Assistant to the President for Special Projects.* A.B. (1946) Amherst College.

Jane E. Robinson, *Assistant to the President and Affirmative Action Officer.* B.A. (1966), M.A. (1969) Oxford University.

Ralph E. Beals, *Acting Dean of the Faculty.* B.S. (1958) University of Kentucky; M.A. (1959) Northwestern University; Ph.D. (1970) Massachusetts Institute of Technology; A.M. (hon. 1971) Amherst College.

Robert F. Grose, *Director of Institutional Research.* B.A. (1944), M.S. (1947), Ph.D. (1953) Yale University; A.M. (hon. 1970) Amherst College.

Betty Steele, *Director, Academic Computer Center.* B.A. (1952) Wayne State University; M.A. (hon. 1982) Amherst College.

Benson Lieber, *Dean of Students.* B.A. (1972) Columbia College; M.A. (1974), M.Phil. (1978) Columbia University.

William W. Heath, *Dean of Freshmen.* A.B. (1951) Amherst College; M.A. (1952) Columbia University; Ph.D. (1956) University of Wisconsin.

Susan R. Little, *Associate Dean of Students and Director of the Office of Career Counseling.* B.A. (1956) Stetson University.

Jean D. Moss, *Associate Dean of Students.* M.Ed. (1972) University of Massachusetts at Amherst.

Deene D. Clark, *Assistant Director of Career Counseling.* B.A. (1953) Brown University; M.Div. (1961) Harvard Divinity School; M.Ed. (1971) Boston University; D.Min. (1981) Andover-Newton Theological School.

Jane Cary, *Assistant Dean of Students and Assistant Director of Career Counseling.* B.A. (1977) Bates College, M.A. (1981) Columbia University.

Rebecca Lee, *Assistant Dean of Students.* B.A. (1978), M.S. (1979) University of Pennsylvania.

Irwin A. Nussbaum, *Assistant Dean of Students and Director of the Campus Center and Student Activities.* B.A. (1975) University of North Carolina; M.S. (1977) State University of New York at Albany.

Susan R. Snively, *Assistant Dean of Students/Writing Counselor.* A.B. (1967) Smith College; M.A. (1968), Ph.D. (1976) Boston University.

Linda Davis Taylor, *Dean of Admission.* B.A. (1974) Emory University.

Amy O. Johnson, *Associate Dean of Admission and Assistant Dean of Students.* B.A. (1946) Radcliffe College; M.A. (1978) Trinity College.

Ana M. Martinez-Aleman. *Associate Dean of Admission.* B.A. (1979), M.A. (1982) State University of New York at Binghamton.

Leonard L. Satterwhite, *Associate Dean of Admission and Assistant Dean of Financial Aid.* B.A. (1973) Vanderbilt University.

Adrienne Carr, *Assistant Dean of Admission.* B.A. (1982) University of Massachusetts.

Barbara Friend, *Assistant Dean of Admission.* B.A. (1963) Wellesley College; M.A. (1981) Colgate University.

Allison L. Marsland, *Assistant Dean of Admission and Mayo-Smith Intern in Admission.* A.B. (1987) Amherst College.

Michael P. Whittingham, *Assistant Dean of Admission.* A.B. (1977) Amherst College; M.S. (1982) Millersville University.

Gerald M. Mager, *Registrar and Secretary of the Board of Trustees.* A.B. (1965), A.M. (1967), Ph.D. (1972) University of Illinois; A.M. (hon. 1982) Amherst College.

P. Louise Westhoff, *Assistant Registrar.*

Willis E. Bridegam, Jr., *Librarian of the College.* B. Mus. (1957) Eastman School of Music; M.S. (1964) Syracuse University; A.M. (hon. 1985) Amherst College.

Leeta Bailey, *Assistant Reference Librarian.* B.A. (1961) University of Oregon; M.L.I.S. (1986) University of Texas at Austin.

Daria D'Arienzo, *Archivist of the College and Special Collections Coordinator.* B.A. (1976) Boston University; M.A.L.S. (1981) Wesleyan University.

Sally Evans, *Music Librarian.* B.A. (1949) Oberlin College; M.S. (1958) Simmons College School of Library Science.

Margaret Groesbeck, *Instruction and Bibliographic Retrieval Librarian.* B.A. (1968) Barnard College; M.S. (1972) Columbia University.

Marjorie Hess, *Head of Catalog Section.* B.A. (1962) Smith College; M.L.S. (1973) State University of New York at Geneseo.

Michael Kasper, *Assistant Reference Librarian.* B.A. (1967) Harpur College; M.L.S. (1973) University of British Columbia.

Elizabeth M. Kelly, *Fine Arts/Circulation Librarian.* B.S. (1982) University of Massachusetts; M.L.S. (1983) University of Rhode Island.

John Lancaster, *Curator of Special Collections.* B.A. (1964) Williams College; M.S. (1970) Simmons College School of Library Science.

Chuan Wu Anthony Leow, *Head of Serials Section.* B.A. (1978) Atlantic Union College; M.L.S. (1979) Indiana University.

Floyd S. Merritt, *Reference Librarian.* A.B. (1951) Amherst College; B.A. (1953) University of Cambridge; M.A. (1955) Harvard University; M.S. (1965) Simmons College.

Alice J. Rhoades, *Cataloger.* B.A. (1976) Baylor University; M.L.I.S. (1987) University of Texas at Austin.

Katherine Robie, *Cataloger.* B.S. (1972) Rutgers University; M.L.I.S. (1987) University of Rhode Island.

Susan M. Sheridan, *Head of Technical Services.* B.A. (1973) Douglass College; M.L.S. (1974) Rutgers University; M.P.A. (1984) University of Massachusetts at Amherst.

James H. Scott, *Treasurer of the College.* B.S.E.E. (1965) Villanova University; M.B.A. (1970) Washington University at St. Louis.

Sharon G. Siegel, *Director of Finance and Associate Treasurer.* B.A. (1972) Gonzaga University; M.S. (1978) University of Massachusetts.

Peter J. Shea, *Comptroller.* B.B.A. (1974), M.B.A. (1979) University of Massachusetts.

Joe Paul Case, *Dean of Financial Aid.* B.A. (1967) Oklahoma City University; B.D. (1970) Yale University Divinity School.

Kathleen A. Gentile, *Associate Dean of Financial Aid.* B.A. (1977) State University of New York at Geneseo; M.S. (1979), Ed.S. (1979) State University of New York at Albany.

Peter F. Wiltsie, *Director of Personnel.* B.A. (1965) Utica College of Syracuse University.

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David P. Brown, *Assistant Director of Physical Plant for Engineering and Planning.* B.S. (1968), M.S. (1972) Polytechnic Institute of Brooklyn.

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Richard F. Falcon, *Assistant Director of Physical Plant for Services.* B.A. (1970), M.E. (1974) North Adams State.

Elizabeth R. McQuillen, *Assistant Director of Physical Plant for Business Affairs.* B.A. (1976) University of Massachusetts; M.B.A (1978) Western New England College.

George B. Wingblade, *Assistant Director of Physical Plant for Operations.* B.S.E. (1973) San Francisco State University; M.Ed. (1987) Cambridge College.

Michael S. Jewett, *Director, Computer Center.* B.S. (1967) University of Massachusetts.

Paullette M. Leukhardt, *Assistant Director, Computer Center.* B.S. (1976) University of Massachusetts.

Paul N. Billings, *Project Manager, Computer Center.*

David B. Cernak, *Project Manager, Computer Center.* B.A. (1965), M.B.A. (1972) American International College.

Kent W. Faerber, *Secretary for Alumni Relations and Development.* A.B. (1963) Amherst College; LL.B. (1966) Harvard University.

William McC. Vickery, *Director of Development.* A.B. (1957) Amherst College; M.B.A. (1959) Harvard Business School.

Alice Hovenden Fink, *Associate Director of Development.* A.B. (1959) Smith College.

W. Richard Park, *Director of Planned Giving.* A.B. (1949) Amherst College.

Judy Karasik, *Director of Foundation and Corporate Support.* A.B. (1975) Oberlin College.

Hubbard M. Smith, *Director of Alumni and Parent Programs.*

Elizabeth Cannon Smith, *Associate Director of Alumni Programs.* A.B. (1984) Amherst College.

Kristin Fogdall Rush, *Assistant Director of Parents and Friends Programs.* A.B. (1985) Mount Holyoke College.

Douglas C. Wilson, *Secretary for Public Affairs.* A.B. (1962) Amherst College; M.A. (1964) The Fletcher School of Law and Diplomacy.

Terry Y. Allen, *Associate Secretary for Public Affairs.* B.A. (1969) University of California at Berkeley.

Frank A. Trapp, *Director, Mead Art Museum.* B.A. (1943) Carnegie Institute of Technology; M.A. (1947), Ph.D. (1952) Harvard University; A.M. (hon. 1963) Amherst College.

Judith A. Barter, *Associate Director, Mead Art Museum.* B.A. (1973) Indiana University; M.A. (1975) University of Illinois.

Hall J. Peterson, *Curator of Special Exhibitions, Mead Art Museum.* B.A. (1961) Saint Thomas College.

Mallorie Chernin, *Conductor and Director of the Choral Music Program.* B.Mus. (1976) University of Wisconsin; M.Mus. (1978) Westminster Choir College.

Kalekeni M. Banda, *Coach, Department of Physical Education and Athletics.* B.S. (1975) University of Massachusetts.

Suzanne J. Everden, *Coach, Department of Physical Education and Athletics.* B.Sc. (1977) Slippery Rock University; M.Ed. (1980) Springfield College.

Samuel Hanger, *Coach, Department of Physical Education and Athletics.* B.A. (1974) State University of New York at Binghamton; M.Ed. (1984) University of Massachusetts.

John P. McKechnie II, *Coach, Department of Physical Education and Athletics.* A.B. (1977) Amherst College.

Peter H. Robson, *Coach, Department of Physical Education and Athletics.* B.A. (1981) Trent University, Ontario, Canada.

Jennifer L. Tuero, *Coach, Department of Physical Education and Athletics.* B.A. (1970) Sophie Newcomb College.

Ingeborg vanPelt, *Director of Student Health Service.* M.D. (1957) University of Tübingen.

James G. Cotanche, *Staff Physician.* B.A. (1950), M.D. (1954) University of Rochester.

Stanley M. Zieja, L.A.T.,C., *Head Athletic Trainer.* B.S. (1973) University of Massachusetts; M.S. (1976) United States International University at San Diego.

Ronald W. Pinder, L.A.T.,C., *Athletic Trainer.* B.S. (1983) Westfield State College.

Maria Rello, *Athletic Trainer.*

Robert R. May, *Psychotherapist and Director of Counseling Center.* B.A. (1962) Wesleyan University; M.A. (1965), Ph.D. (1969) Harvard University; A.M. (hon. 1981) Amherst College.

Norma Johnson, *Psychotherapist.* B.A. (1970) Trenton State College; Ph.D. (1977) Rutgers University.

Sanford Bloomberg, *Psychotherapist.* B.A. (1950) University of Vermont; M.A. (1951) Columbia University; M.D. (1957) University of Vermont.

Susan Hill, *Psychotherapist.* B.A. (1965) Sarah Lawrence College; C.S.W. (1969) Simmons School for Social Work; Diploma (1985) New York School of Psychoanalytic Therapy.

Sara Hawthorne Koury, *Psychotherapist.* B.S. (1969) Wheelock College; M.S.W. (1988) Smith College School for Social Work.

Frank E. Reilly, *Psychotherapist.* B.A. (1960) College of the Holy Cross; M.A. (1961) University of Wisconsin; B.M.S. (1965) Dartmouth Medical School; M.D. (1968) Harvard Medical School.

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Linda L. Thomas, M.S., *Graduate Fellow in Pratt Museum of Geology.*

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Lorna M. Peterson, Ph.D., *Associate Coordinator, Program Planning and Development.*

Carol A. Angus, M.A.T., *Assistant Coordinator for Information and Publications.*

Ralph E. Beals, Ph.D., *Five College Deputy.*

Jean Stabell, M.A., *Business Manager and Treasurer.*

II

AMHERST COLLEGE

Amherst College

AMHERST COLLEGE looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

Founded in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,500 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their Junior and Senior years; Honors work—the intensive consideration of a limited subject—is encouraged and in recent years has been undertaken by nearly half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels— intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 157 members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of about five students to a few lecture courses of 150 to 200 students; about 75 percent of the classes and sections have twenty-five students or fewer.

Amherst has extensive physical resources: a library of more than 685,000 volumes, science laboratories, a mathematics and computer science building, theater, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural sciences, a music building and concert hall, a dance studio, a central dining hall for all students, a campus social center that includes a snack bar and movie theater, dormitories, language laboratory, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 67 for further information.) Also freely available to students are the libraries of each institution. The oldest of the Five College cooperative ventures is the Hampshire Inter-Library Center (HILC). For 25 years the Center maintained a separate collection of research materials. These materials have been dispersed among the five member libraries. The present and continuing emphasis of the Center is on the sharing and enhancement of the total resources and the services of the Five College libraries.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is published and distributed to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions. The five colleges also cooperate in sponsoring *The Massachusetts Review*, a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in Afro-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished international figures, listed on pages 306-313.

Lists and descriptions of Five College programs and courses are printed annually and are available in the Registrar's Office.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see pages 58-59.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Frances Tuleja in the Dean of Students' Office.

The Williams College-Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and eleven other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About fifty students are admitted each year, with applicants from member institutions receiving priority. The director of the Associated Kyoto Program for 1988-89 is Professor Tadanori Yamashita of Mount Holyoke College. Further information can be obtained from Professors Ray A. Moore or Matthew Mizenko or Assistant Dean of Students Jane Cary at Amherst College.

Göttingen, Tübingen Exchanges

Amherst maintains a student exchange program with two universities in the Federal Republic of Germany. Each year, upon application to the Department of German, one Amherst student is selected to attend Göttingen University for a full academic year, and one to spend the year at Tübingen University. In return, Amherst accepts one student from each of the two German institutions to study at the College and to serve as Language Assistants in the German Department. Amherst applicants should have the equivalent of fourth-semester proficiency in the German language. Details about the exchange programs may be obtained from the Department of German.

ARMY AND AIR FORCE RESERVE OFFICER TRAINING CORPS

Amherst College does not have its own Reserve Officer Training Corps. The Department of Military Science and the Department of Aerospace

Studies at the University of Massachusetts offer two- and four-year programs which are open to Amherst College students. Amherst College students do not receive degree credit for participation in the courses. Official schedules of courses, issued by the university, should be consulted for course offerings and class meeting times. Air Force ROTC has scholarships readily available for technical majors and navigator candidates. Army ROTC scholarships are available for selected candidates. For more detailed information on the programs contact either the Professor of Military Science at (413) 545-2321, or the Professor of Aerospace Studies at (413) 545-2437 or write the appropriate department c/o University of Massachusetts, Amherst, MA 01003.

Doshisha University

THE COLLEGE'S relationship with Doshisha University offers various opportunities for students and faculty to study, to research, and to teach in Japan. Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a complex of educational institutions: Doshisha University, a separate Women's College, four senior and three junior high schools and a kindergarten, with a total enrollment of approximately 32,000 on five different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Over forty Amherst graduates have taught at The Doshisha, and since 1922, except for the war years, Amherst has maintained a resident instructor at Doshisha University. Since 1947, Professor Otis Cary of the Class of 1943 has represented Amherst College at Doshisha, taught American history at the University, and served in a number of other capacities.

Through the generosity of alumni and friends of the College, Amherst House was built on the Doshisha University campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. Amherst House now serves as a dormitory for some twenty Doshisha students. Since 1958, a graduating Senior has been selected annually as the Amherst-Doshisha Fellow to live in Amherst House and teach English for one year. In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern

Japanese design, which includes quarters for the Representative, three guest suites, and dining facilities.

In 1971 the College took the lead in organizing the Associated Kyoto Program (AKP), a junior-year program at Doshisha University for Amherst students and others who wish to pursue the study of Japanese language, culture, and history. This program offers the main avenue today for both student and faculty contact with Doshisha University. With offices on Doshisha's main campus, the AKP, now in its fifteenth year and sponsored by twelve American liberal arts colleges, has hosted more than 450 American undergraduates for a year of study in Kyoto and has awarded thirty-seven fellowships to American and Japanese faculty to participate in educational exchange for periods of one or two semesters. Opportunities for participation in the AKP are announced early in the fall semester every year.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of Doshisha's six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst.

The Folger Shakespeare Library

THE FOLGER SHAKESPEARE LIBRARY in Washington, D.C., was established in 1932 under the governance of The Trustees of Amherst College by the will of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger. The Folgers' original collection of Shakespeareana remains the largest and most complete in existence today. Subsequent acquisitions have enabled the Library now to claim the largest accumulation of English language publications from 1475 to 1640 outside of England, as well as other important Continental Renaissance materials. Folger holdings span a broad range of subjects and include books, manuscripts, documents, paintings, illustrations, tapestries, furnishings, musical instruments, musical scores, and curios from the Renaissance and theater history.

Located 100 yards from the U.S. Capitol, next to the Library of Congress, the Folger collection is housed in a unique building widely considered among the loveliest in the nation's capital. Inside its elegant art deco marble exterior is an Elizabethan great house with vaulted ornamental plaster ceilings, richly panelled walls, stone and tile floors, and windows of leaded and stained glass. Scholars from all over the world use the Reading Room, modeled after a Tudor banqueting hall, and its luminous modern addition, which opened in 1983. Beneath the Reading Room are two block-long subterranean vaults where the collection is processed and stored. Exhibitions from the collection are mounted in the Great Hall, a Tudor long gallery that is open to the public without charge six days a week. An adjacent theater, designed after an Elizabethan innyard playhouse, is the home of the Shakespeare Theater at the Folger, which offers a full season of professional plays.

The Folgers intended the Library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." Today the Library serves not only as a resource for scholars, but also as a cultural center presenting over 100 public concerts, literary readings, lectures, and other events during the year; as an academic institution offering more than a dozen advanced seminars under the auspices of the Folger Institute; and as a center for the pre-college teaching of Shakespeare in American schools. Over 200,000 visitors attend exhibitions and events at the Folger each year. Thousands more enjoy the national broadcasts of the Folger Consort, which is in residence at the Library. Others refer to the Library's publications, including texts and teaching materials for schools, scholarly monographs, and the *Shakespeare Quarterly.*

FOLGER LIBRARY OFFICERS

Werner L. Gundersheimer, Ph.D., *Director*
Philip A. Knachel, Ph.D., *Associate Director*
Michael D. Valentine, M.A., *Director of Development*
Barbara A. Mowat, Ph.D., *Director of Academic Programs*
Janet A. Griffin, M.A., *Director of Public Programs*
Nati Krivatsy, Ph.D., *Reference Librarian*
Elizabeth Niemyer, B.A., *Acquisitions Librarian*
Richard T. Goodman, M.P.A., *Business Manager*

III

ADMISSION
TUITION AND FEES
FINANCIAL AID

Admission

ALTHOUGH admission to Amherst College is highly competitive, there is no rigid formula for gaining admission. We are particularly receptive to qualified applicants from different races, classes, ethnic and economic groups, students whose multiple perspectives will contribute significantly to a process of mutual education both in and outside the classroom.

The following program of studies is the minimum preparation recommended by the College, with the understanding that content and availability will vary from place to place and school to school:

> English—four years; Mathematics—through precalculus; Foreign Language—three or four years of one language, if possible, depending upon program available; History and Social Science—at least one year; Laboratory Science—at least one year.

Candidates should bear in mind that Amherst admits individuals of academic promise; and those who, for whatever reason, have not had the opportunity to meet the preparation outlined above should not consider themselves automatically disqualified. The Committee on Admission acts on applications without regard to a candidate's ability to pay charges; financial aid, to the level of demonstrated financial need, is available to all accepted candidates.

Amherst requires each applicant to submit the results of either the SAT or three Achievement Tests (preferably the English with essay and two others) or the ACT exam. Students for whom English is not the first language should sit for the TOEFL exam.

All degree candidates at Amherst are full-time students, but persons not regularly enrolled may take courses, receive grades, and secure transcripts. No part-time student may be admitted to a course without the consent of either the instructor or the Chairman of the department concerned.

The Office of Admission is responsible for answering inquiries and providing information for freshman, transfer and part-time applicants. For information, publications pertaining to admission, and an application write:

Dean of Admission
Wilson Admission Center Amherst College
Amherst, MA 01002

For information on readmission see page 59.

TRANSFERRING TO AMHERST

Each year Amherst admits from fifteen to forty transfer students, most for enrollment in September and a few for matriculation at the end of January.

Since the late 1960s the College has established a strong tradition of admitting community college graduates, and veterans and other individuals whose experience in the work world will add a special dimension to student life. Applicants with backgrounds from academic institutions unlike Amherst are also given special attention.

Regardless of age or previous academic achievement, successful candidates are those who have unusual curiousity about learning and the motivation needed to thrive as non-traditional students at Amherst. Transfer applicants must present enough credits to earn full sophomore standing and must graduate from Amherst with two complete years of academic work from the College.

INTERNATIONAL STUDENT ADMISSION

Amherst welcomes applications from students living outside the United States, as well as non-citizens who attend school in this country. All candidates should understand that admission is very competitive and requires exceptional academic credentials. Financial aid for international students is limited. New students from other countries who matriculate with a sufficient number of high-quality results in "A" level examinations, a French Baccalauréat, an International Baccalaureate, a German Abitur, or the like, may occasionally be granted advanced standing.

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $35 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $200 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$16,850
Student Activities Fee	193
Residential Life Fee (not required of off-campus residents)	32
Campus Center Program Fee	30
Student Health Insurance (optional)	175
	$17,280

The first semester bill in the amount of $8,727.50 is mailed to all parents in July and is due and payable on or before August 9, 1988. The second semester bill totaling $8,552.50 is mailed in December and is due and payable on or before January 13, 1989. All College scholarships, Knight Tuition Plan payments, and any other cash payments received prior to mailing will appear as credits on the bill.

Student clearance cards will be issued by the Comptroller's Office upon payment of the College bill. These cards must be obtained before course cards may be picked up.

The fee for the support of various activities of the student body for 1988-89 is determined by the Student Allocations Committee. The $193 fee is turned over to the Student Allocations Committee for disbursement to more than forty student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a $32 Residential Life Fee and a $30 Campus Center Program Fee which are used to promote all campus programs.

The charge of $175 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period September 1, 1988, through August 31, 1989. Any clinical services provided on campus at the Amherst College Student Health Service are covered by the comprehensive fee for all Amherst College students. Further details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Continuing and returning students are also required to pay before March 15, 1989, a non-refundable Advance Tuition Deposit.

Each new student, or former student reentering, is charged a $100 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both pre-payment plans and loan plans, including insurance for continued payment in case of death or disability of the parent. For further details write to: The Knight Tuition Payment Plans, 53 Beacon Street, Boston, Massachusetts 02108.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past twenty-one years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 53.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Prior to first day—100%	$6,425
1 day to 2 weeks—80%	5,140
2 weeks to 3 weeks—60%	3,855
3 weeks to 4 weeks—40%	2,570
4 weeks to 5 weeks—20%	1,285
5 weeks or more	no refund

ROOM AND BOARD

Refund shall be made on a formula basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September 1988, the comprehensive charge for tuition, room, board and fees will be $16,850 and yet the education of each student costs the College more than $30,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas; such awards are currently sponsored by the Arizona, Chicago, Connecticut, New York City, Northern California, Northern Ohio, St. Louis, Southern California, and Washington, D.C. Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of high merit and financial need. The College also participates in the College Work-Study, the Pell Grant, the Supplemental Educational Opportunity Grant, the Stafford Loan (formerly Guaranteed Student Loan), the Perkins Loan (formerly National Direct Student Loan), Parent Loan for Undergraduate Students, and Supplemental Loans for Students programs of the federal government.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Over one third of the students receive scholarship grants; about one half receive loan and employment assistance.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedure of the College Scholarship Service, as amended by Amherst College. The College assumes further that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for family contributions and student contributions from savings and income (usually from summer employment), the initial $3,250-3,500 of applicants' demonstrated needs will be met with a combination of college-year employment and long-term, moderate-interest loans. Students may expect to receive gift aid to cover the balance of their needs. Student loans require no payment of interest or principal before graduation from Amherst. The loans are repayable on a monthly basis within a ten-year period at a moderate rate of simple interest. Repayment may be deferred for graduate school, and there are various other provisions for deferment and, in some cases, cancellation of student loans.

Receipt of scholarship grants is not contingent upon acceptance of a loan; many students prefer to earn more money during the summer or at college so that less loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual circumstances or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. A recipient of outside scholarship awards may be subject to reductions in the expected loan and, in some cases, scholarship amount, in accordance with the recipient's financial need.

APPLYING FOR FINANCIAL AID

Application for financial aid should be filed by the candidate at the same time as the application for admission, in no case later than the indicated deadlines. Notification of financial aid awards will be made at the time of admission to the College.

To apply for financial aid, a candidate must submit: (1) an Amherst College Application for Financial Aid, to be completed by the candidate for admission no later than January 15; and (2) a Financial Aid Form, to be completed by the candidate's parents and submitted to the College Scholarship Service no later than February 1. Supplemental information is required of candidates whose parents own or operate a business or farm, whose parents are separated or divorced, or who are independent of parents' support. Copies of income tax returns are required to verify family financial information.

Candidates for admission under the Early Decision program who are also candidates for financial aid may obtain an early financial aid decision as well, if they have filed the Early Version Financial Aid Form and the Amherst College Application for Financial Aid by November 15.

Candidates for transfer who demonstrate financial need are eligible for all financial aid at Amherst College. To be considered, a candidate for transfer to Amherst for the fall semester must file the Amherst College Application for Financial Aid by March 1 (November 1 for the spring semester) and the Financial Aid Form by March 15 (November 1 for the spring semester). Transfer candidates must submit a financial aid transcript from each other postsecondary institution attended.

Upperclassmen who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 20. Renewal forms may be obtained in the Financial Aid Office and should be returned directly there. Upperclassmen will receive notification of their financial aid awards in July.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> . . . until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, *Costs and Financial Aid at Amherst College*, is available upon request from the Admission Office. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, 104 Converse Hall, Amherst College, Amherst, Mass. 01002.

IV

GENERAL REGULATIONS
DEGREE REQUIREMENTS

General Regulations

TERMS AND VACATIONS

THE COLLEGE year 1988-89 includes two regular semesters, the first with thirteen weeks and the second with fourteen weeks of classes. In the fall semester is an October break and a Thanksgiving recess. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this Statement and to inquire as to its implications in his or her specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person which do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

Harassment

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.

Sexual Harassment

Because sexual harassment had proven to be a particularly persistent form of disrespect for persons, the faculty on May 23, 1985, passed the following statement:

"Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitutes sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, or creating an intimidating, hostile or demeaning working, academic or social environment."

Amherst College is committed to the prevention of any form of sexual harassment and to promoting increased awareness on the part of all individuals of when their actions might be perceived as such harassment. Because individuals might unintentionally act in a manner which others experience as sexually harassing or humiliating, it is important for all persons to understand as clearly as possible what constitutes sexual harassment.

As indicated by the Faculty statement above, a broad range of behavior is categorized as sexual harassment. In order to clarify its nature, the College Council has drawn up and the Faculty has endorsed the following more specific description:

Sexual harassment occurs when a position of authority is used to threaten the imposition of penalty or the withholding of benefit in return for sexual favors, whether or not the attempt is successful. It should be noted that the potential for sexual harassment exists in any sexual relationship between a student and a member of the administration or faculty.

There are, however, many kinds of behavior which constitute sexual harassment regardless of the degree of authority of the persons involved. Sexual harassment may range from the most egregious (i.e., sexual assault) to more subtle forms. Sexual conduct which is not freely agreed to by both parties can constitute sexual harassment, as can unwelcome sexual advances or physical or verbal insult of a sexual nature. It should be noted that sexual harassment may involve "just talk." Sexual slurs or derogatory language directed at another person's sexuality are also forms of sexual harassment. More generally, the statement on Respect for Persons requires that a person's sex and sexual orientation be treated with respect. It does not, however, purport to regulate anyone's beliefs, attitudes or feelings.

Members of the Amherst College Community who believe they have been harassed and wish to file a formal complaint should follow the appropriate procedures listed in the *Student Handbook*, the *Faculty Handbook*, the *Staff Handbook* or the *Trustee-Appointed Administrative and Professional Staff Handbook.*

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Health Service or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook.*

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Honor Grades = A+, A, A−, B+, B, B−
Passing Grades = C+, C, C−, D, Pass
Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A− = 12; B+ = 11, B = 10, B− =9; C+ = 8, C = 7, C− = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the thirty-two courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within fourteen days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. Freshmen, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Office of Career Counseling and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the Junior year, although Sophomore year educational leaves are permitted. It is expected that students will spend their Senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See also Transfer Policy statement on page 60.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 16. Students who may be away from campus for the spring term should notify their dean and advisor before November 1. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 45 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans and pay their $200 non-refundable advance tuition deposits as early as possible, but before March 16. For students planning to return for the spring semester, the letters and the deposits should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus and pay their advance tuition deposits before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 68 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 63.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

*See Degree Requirements

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook.*

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the assistant dean in charge of housing or their class dean. First year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

REQUIREMENTS

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

The Bachelor of Arts degree is awarded to students who:

1. Complete thirty-two full semester courses and four years of residence,* except that a student who has dropped a course without penalty during the Freshman year, or who has failed a course during the Freshman or Sophomore year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed thirty-one full courses.

Transfer students must complete thirty-two full semester courses or their equivalent, at least sixteen of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

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*In exceptional cases, a student with at least six semesters of residence at Amherst and at least twenty-four courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal thirty-two-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the thirty-two-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three or four semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 60.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

Freshmen who experience severe academic difficulty may petition the Dean of Freshmen for permission to drop one course without penalty during their first year. The Dean of Freshmen, in consultation with the instructor and advisor, will decide on the basis of the student's educational needs whether or not to grant the petition. Petitions to withdraw from a course will normally be accepted only during the sixth, seventh, and eighth weeks of either the first or the second semester. Exceptions to this rule shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Freshmen.

Transfer students may petition their Class Dean to drop one course without penalty during the sixth, seventh, and eighth weeks of their first semester at Amherst. They must follow the petition procedure described above. The Class Dean, in consultation with the student's instructor and advisor, will decide whether or not to grant this petition.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1977 and modified in 1982, Freshmen are required to take one course in a program called Introduction to Liberal

Studies (ILS). Each ILS course is planned and taught by two or more members of the Faculty, representing different disciplines, who collaborate to develop an interdisciplinary topic. The subject matter of the courses varies, reflecting the concerns of the groups of Faculty members who devise them. The courses offered for 1988-89 are described on pages 73-77.

Through the ILS courses, Freshmen are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it. Two or more Faculty members bring differences in training and perspective to the Freshman courses, and these differences alternately supplement and challenge the other members of the group. Each course thus becomes a forum where students are able to observe, compare and experience distinct intellectual styles.

The Liberal Studies Curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, all members of the Faculty serve as academic advisors to students. Every student has a College Advisor through his or her Sophomore year; thereafter, each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that: provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime; analyze one's own polity, economic order, and culture; employ abstract reasoning; work within the scientific method; engage in creative action—doing, making and performing; and interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the Freshman or Sophomore year and must be declared by the end of the

Sophomore year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

Some Amherst students may wish to declare a major in more than one department or program. This curricular option is available, although it entails special responsibilities. At Amherst, departments are solely responsible for defining the content and structure of an acceptable program of study for majors. Students who elect a double major must present the signatures of both academic advisors when registering for each semester's courses and they must, of course, fulfill the graduation requirements and comprehensive examinations established by two academic programs. In addition, double majors may not credit courses approved for either major toward the other without the explicit consent of an announced departmental policy or the signature of a departmental chairperson. In their Senior year, students with a double major must verify their approved courses with both academic advisors *before* registering for their last semester at the College.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Special Programs. Under ordinary circumstances, the proposal will be submitted during the first semester of the Junior year and not under any circumstances later than the eighth week of the second Junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Special Programs, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the Senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the Senior year, and the other during the next college year.

DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. It may be awarded *cum laude, magna cum laude,* or *summa cum laude,* according to the level of achievement of the candidates. All degrees with Honors are noted on the diploma and in the commencement program.

The award of Honors is made by the Faculty of the College. In making such awards the Faculty will take into account the following factors: (1) Candidates must have a minimum college average of 9 (B−) to be eligible to be considered for the degree *cum laude,* of 11 (B+) for the degree *magna cum laude,* and of 12 (A−) for the degree *summa cum laude.* (2) Candidates must receive the recommendations for the degree *cum laude, magna cum laude,* or *summa cum laude* from the department in which they have done their major work. Each department will define the conditions upon which it will be its practice to make recommendations to the Faculty. (3) Candidates for the degree *summa cum laude* will have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty. Only students of marked distinction in both general work and in the field of Honor studies will be recommended for the *summa cum laude* degree.

In exceptional cases, upon recommendation of the department in which the candidate has done his or her major work, the Committee of Six may recommend to the Faculty that a student be awarded a degree of Honors for which the student does not have the required average.

The minimum average required for a student to be accepted by a department as a candidate for Honors is determined by the department concerned.

Students in the Independent Study Program may become candidates for the degree with Honors. Recommendations for such students will be made by the student's tutor together with those members of the student's committee who have joined in assigning a comprehensive grade in the program.

INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the Junior or Senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Special Programs, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Special Programs after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the Senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of $50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook.*

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other Institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

V

COURSES OF INSTRUCTION

Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation s, and all even-numbered courses are offered in the second semester unless followed by the designation f.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

FRESHMAN COURSES: INTRODUCTION TO LIBERAL STUDIES

During 1988-89, thirty Faculty members in groups of two to five will teach eight Introduction to Liberal Studies courses. Every Freshman must take one of these courses during the first semester. They are open only to Amherst College Freshmen.

1. Romanticism and the Enlightenment. Between 1750 and 1850 occurred one of the great revolutions of Western civilization. The civilization of the Enlightenment, or "Age of Reason," began to give way to the very different culture of Romanticism, or "the Age of Emotion." The influences of the Enlightenment and of Romanticism, as well as their continuing opposition, persist as elements of our present culture. Our politics, economics, and science are largely products of the Enlightenment, while our literature, art, music and religion show the crucial effects of Romanticism. The course is concerned with investigating this major change in Western culture, both in order to understand the process of cultural criticism and cultural change, and in order the better to comprehend the mixed effects of the Enlightenment and Romanticism in our cultural heritage. By contrasting important works exemplary of the Enlightenment and of Romanticism, the course shows how this cultural revolution occurred in several areas of creative endeavor, observing the related themes and traits first of Enlightenment, then of romantic political thought, philosophy, history, music, painting and literature. We shall study works by such major figures as Franklin, Rousseau, Wollstonecraft, Burke, Paine, Hume, Emerson, Voltaire, Michelet, David, Mozart, Beethoven, Johnson, Goethe, Keats, Austen, and Emily Brontë. Three class meetings per week.

First semester. Professors Brandes, Guttmann, Halsted, Parkany, and Zajonc.

2f. Evolution and Intellectual Revolution. The course centers upon the Darwinian theory of evolution and upon Darwin's great book, *The Origin of Species.* In order to see the revolutionary importance of Darwinism, we will study Darwin's career, the scientific and non-scientific background to the theory, and the influence of his book. We will examine the debate over evolution within the scientific community both as it was conducted in Darwin's time and as it persists to the present day. Among the topics to be considered are the nineteenth-century conflict over the age of the earth and current controversies over the mechanism and tempo of evolutionary change. We also will treat the impact of Darwinism upon religious and philosophical discourse and upon social and political thought. Here topics will include social Darwinism, sociobiology, and creationism. These subjects will allow us to address such general issues as the nature, the limits, and the tests of scientific theories, and the relationship between science and the society in which it exists.

The course will meet chiefly in seminars. Two class meetings per week.

First semester. Professors Ewald, Servos, Silver, and Woglom.

3. Food. The purpose of this course is to introduce students to some of the ways social scientists think about food and world hunger. Our inquiry rests on two premises: The first is that food is not a thing; rather it is a biological, economic, and cultural process by means of which human beings produce, distribute, and consume calories, vitamins, and minerals necessary for their survival. The second is that the current world food situation is the product of human history. Both premises will be explored as we read a range of anthropological and sociohistorical analyses of the causes and solutions to the problem of world hunger.

We will begin by examining the evolution of human food systems, ranging from the few gathering-hunting economies surviving today, to the tinned, frozen, and pre-prepared world in which we live. Then we will discuss the development of the modern Western diet, with particular attention to the history of American agriculture and the rituals with which we surround our daily meals.

We move on to an investigation of economic development as it has affected the transformation of diet in the Third World; our focus will be on the problem of malnutrition in Latin America. Finally, we will consider the complex subject of famine; here we will test recent economic theories of entitlement and deprivation with historical examples from Europe, Asia, and Africa.

First semester. Professors Bezucha and Gewertz.

4f. Mass Extinctions: Case Study of a Scientific Controversy. It is widely known that the dinosaurs, lords of the earth for 150 million years, suddenly disappeared from the face of this planet. Less widely known is that this is not the only case of such a widespread, catastrophic extinction found in the fossil record. For generations, various hypotheses were advanced to account for these mass extinctions. In recent years, however, the subject has been transformed by two discoveries: the first, of a thin layer of the element iridium which appears to have been deposited over the entire face of the earth at just the time the dinosaurs vanished; and the second, that mass extinctions appear to come in regular cycles.

These discoveries have led to speculations that such extinctions have an extraterrestrial cause. The speculations, however, have not been universally accepted: indeed, they have triggered a controversy of unusual virulence. Using both popular accounts and original papers, this course will investigate this controversy. Of interest are both the scientific questions addressed and the more general question of the nature of scientific hypotheses and of their proof and disproof. Elements of biology, geology, astronomy, paleontology, physics, and mathematics will come up.

First semester. Professors Greenstein and Williamson.

5. War. What is war? The course begins by considering the reality of war, the experience which some celebrate for its exhilaration or release or camaraderie, some accept as naturally human, and some reject as inhuman. The question is to be answered in part by comparing war with other modes of human relations—politics, non-violent conflict, organized crime, competition—and by asking another question: Why war? What are the roots of war in the psychology of individuals and collectivities and the relationships between them, in the nature of states and the interests they and other political institutions represent allegedly or in fact, and in the nature of the international system? Next we consider theories which justify war (by referring to reasons of state, or war as necessary, or as the lesser evil, or as just and right) or reject war altogether (pacifism). The course ends by examining war in the nuclear age, and by asking whether nuclear war is sufficiently different so as essentially to alter the meaning and the strategic and moral status of war. Readings in the course will include case studies of particular wars such as World War I and the Vietnam War.

First semester. Professors Czap, Dizard, Pitkin, and Westhoff.

6f. **Memory.** What is memory? Most people think they know. But why do we remember some things more accurately and vividly than others? Why are we sometimes wrong? Is there a difference between forgetting and failing to recall? How is memory defined by those who study it through scientific experiment? How are brain structures involved in memory?

How does the fallibility of memory affect the efforts of historians to write about the past? Do they, for instance, make allowances for what was already forgotten before some past experience was recorded? How valid are historians' claims to serve as the memory of society?

How different are the sources and functions of shared group memories in societies that do and do not keep written records? Is there such a thing as collective memory? Should shared oral memories be considered history, art, superstition, myth, or something else?

What roles does memory play in the creative work of artists? Is it simply "raw material" for them? If they take liberties with what they remember, can they still "write truly"? What do they gain or lose by altering "the truth"?

In writing autobiography, is the author chiefly a historian, or an artist, or something else, perhaps a witness? If you were writing an autobiography, how would you use the welter of remembered matter or confront the fact that you have forgotton many things? What would you censor out, and why?

The course draws on a wide variety of scholarly and creative work to let students respond to such questions, and raise others, in a series of essays, experiments, and practicums. The course ends with a reading of Vladimir Nabokov's *Speak, Memory: An Autobiography Revisited* and a chance for students to reflect on autobiographical writing of their own.

First semester. Professors Babb, Duffy, Hawkins, and Raskin and Dean Snively.

7. **The Heroic in European Fiction.** This course is an exploration—literary and philosophical—of the heroic in some major representatives of European literature. How have writers at various times, in various places, and under various assumptions about the nature of human experience created an exemplary image of man? How and to what extent is Camus correct when he says that the world's great literature aims "to create a closed universe or perfect type. The West, in its great creative works, does not limit itself to retracing the steps of its daily life. It ceaselessly presents magnificently conceived images which inflame its imagination and sets off,

hot foot, in pursuit of them"? Readings include: Homer, *The Iliad*; Shakespeare, *Antony and Cleopatra*; Tolstoy, *War and Peace*; Conrad, *Lord Jim*.

First semester. Professors Epstein and Rabinowitz.

8f. Light. Using the study of light as our example, we shall examine some of the ways in which we order and express our experience of the physical world, emphasizing the role of language in perceiving, understanding, and describing what we see. Based upon simple experiences with shadows or the colors produced by a prism, as well as such natural phenomena as rainbows and sunsets, we shall ask students to write frequent brief papers in which they address such questions as: "Can I say what I see?" "Is what I see conditioned by what I think I know?" and "What is the relation between what I see and the language I have at my disposal?"

Occasionally we shall ask students to compare their own observations with those described by such observers as Newton and Goethe, in order to examine the extent to which sight is aided, or hindered, by era, by genius, or by philosophical outlook. With the use of lasers we shall examine those phenomena which led scientists to describe light as a "wave." We shall then consider evidence indicating that light behaves, rather, as though it were a collection of "particles." Throughout the course of experiments and readings we shall be asking students constantly to write so that we can ask questions about the relation of observation to understanding.

The course will normally meet in sections, though there will be occasional lectures, films and demonstrations. In addition, the laboratory will be used as a place to study phenomena we shall later discuss, and students will also be provided with simple optical devices for their individual observation of the behavior of light in natural surroundings. Students will write at least one short paper a week, which will be discussed during the bi-weekly class meetings. No specialized training in the physical sciences or in mathematics will be assumed.

First semester. Professors Gordon and Heath.

AMERICAN STUDIES

Professors Aitken, Dizard, Greene, Guttmann, Hawkins, Levin, and O'Connell‡; Associate Professors Clark and Couvares (Chair); Assistant Professors Cobham-Sander and Sánchez-Eppler.

A student who chooses to concentrate in American Studies makes a commitment to study American culture and society from as many perspectives as possible. Institutions, ideas, artifacts, literature, politics, ethnic and racial groups, everyday life and the relationship among these will be among the subjects of study. The student should finish a course of study with an awareness of a personal and historical connection to those peoples and forces which constitute American culture and society. No single discipline can comprehend the subject. Work in European, American and Afro-American history, in social theory and sociology, philosophy and religion, political institutions and theory, economics, in literature, music, art, and architecture are possible approaches to the subject. Each student, on the basis of personal and intellectual interests, will define a coherent program of study drawing on at least some of these disciplines.

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‡On leave second semester 1988-89.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: A student concentrating in American Studies will take both terms of American Studies 11 and 12—the introductory course—usually by the end of the Sophomore year; American Studies 68, the Junior seminar; and in the Senior year, American Studies 77 and 78 as a part of the work in writing an interdisciplinary essay on an aspect of American experience. With the approval of the Department, American Studies 78 may become a double course.

The student will also take six other courses about American culture and society selected from various disciplines. The course program should normally emphasize the study of history and literature (two courses in each field). To encourage the student to achieve breadth in both these fields, one of the two history courses must deal primarily with an extended period of American history before 1900 and, similarly, one of the two literature courses must focus on literature before 1900. The two remaining courses should be selected from another discipline (or two other disciplines) in such a way as to extend the student's awareness of American culture's many dimensions—and the many ways of studying them. While these are the Department's normal expectations for the selection of courses within the major, a student may request Departmental approval for another combination of six courses.

Each student will submit an interdisciplinary essay to the Department near the end of the second semester of the Senior year and meet with the advisor and two readers to discuss it. The quality of the essay will be an important factor in degree recommendations.

Advising: Because each student develops an individual program of study in American Studies, it will be necessary to consult regularly with a departmental advisor. The purpose of this advising relationship is the creation of a context where a greater consciousness and definition of the student's educational interests and goals may be achieved.

Honors Program. All students majoring in American Studies must complete the requirements outlined above. Honors recommendations will be made on the basis of the quality of the Senior essay in light of the student's entire academic record.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that a student's fulfillment of the American Studies course requirements, combined with a cumulative student-advisor relationship culminating in a Senior essay, provides for a range of performance in the field of American Studies sufficiently sustained to enable the Department to evaluate each student's achievement in the field.

11. The Sixties in America. This course will seek to engage and to understand the commitments, passions and conflicts of the 1960s in the United States. Among the topics to be considered are the Kennedy promise, the evolution of the New Left from Port Huron to Chicago, the Black struggle from the Sit-Ins to the Black Panthers, the Vietnam War and the Anti-War Movement, the rise of the Women's Movement, the Counterculture, Middle American conservatism, and the erosion of Lyndon Johnson's Great Society.

Not open to Freshmen this semester. First semester. The Department. Because the course topic changes every two years, students may elect American Studies 11 and 12 twice for credit. This is the first year of the topic.

12. The One and the Many: Constructing Ethnicity in America. The "melting pot" represents an attempt to fashion a unitary American national culture out of diverse ethnic strands. Resistance to the melting pot has often, under the rubric of "cultural pluralism," offered an alternative vision of America as a collection of unmelted and even unmeltable ethnic cultures. However, just as the melting pot fails to recognize the cultural heterogeneity of America as a whole, so cultural pluralism often fails to acknowledge the diversity *within* each ethnic group. In fact, "Black," "Jewish," "Hispanic," and the like, are labels that conceal great variety and contradiction. This course will examine the nature of these contradictions. It will treat ethnicity no differently than American national identity, i.e., as a cultural construct subject to continual change, multiple interpretation, and reinterpretation. Drawing on sources from history, social science, literature, and popular culture, the course will explore such issues as: racism and nativism, ethnic nationalism, the controversy over English as a second language, and the continuing tension between individual identity and group loyalties in modern America.

Second semester. The Department. Because the course topic changes every two years, students may elect American Studies 11 and 12 twice for credit. This is the second year of the Topic.

68. Seminar in American Civilization: Culture and Commerce. An interdisciplinary examination of the commercialization of popular culture beginning in the nineteenth century, with an emphasis on the production, consumption, and critique of "mass culture." Topics will include popular literature and theater, movies, advertising, sports, radio and television, and popular music. Required for and limited to American Studies majors in their Junior year.

Second semester. Professor Couvares.

Twentieth-Century America. See History 56.

Second semester. Professor Hawkins.

Seminar in Southern History. See History 57.

First semester. Omitted 1988-89. Professor Hawkins.

The Rise of Mass Culture. See History 58.

Second semester. Omitted 1988-89. Professor Couvares.

Nineteenth-Century America: The Emergence of a Modern Society. See History 59.

First semester. Omitted 1988-89. Professor Couvares.

Nineteenth-Century America: The Response to Industrialism. See History 60f.

First semester. Professor Couvares.

American Diplomatic History I. See History 61.

First semester. Omitted 1988-89. Professor Levin.

American Diplomatic History II. See History 62.

Second semester. Professor Levin.

American Diplomatic History III. See History 64.

Not open to Freshmen. Second semester. Omitted 1988-89. Professor Levin.

American Intellectual History: Topics in Current American Constitutional History. See History 63.

Open to Juniors and Seniors with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

Labor in America. See History 65.

Requisite: History 56, 59, or 60. Limited to twenty-five students. First semester. Omitted 1988-89. Professor Couvares.

Seminar in American Social and Intellectual History: The Organization of Knowledge. See History 66.

Limited to fifteen students. Second semester. Professor Hawkins.

Seminar in Recent American History. See History 67s.

Second semester. Omitted 1988-89. Professor Hawkins.

Seminar in American Intellectual History: The Bill of Rights. See History 68f.

Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

Topics on the Caribbean and Latin America. The topic for spring 1989 will be: A History of Belize from the Maya Civilization to the Present. See History 74.

Second semester. Professor Campbell.

Science and Society in Modern America. See History 82f.

First semester. Omitted 1988-89. Professor Servos.

Disease and Doctors: An Introduction to the History of Western Medicine. See History 83.

First semester. Professor Servos.

American Men's Lives. See English 25s.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

Twentieth-Century American Poetry. See English 53.

First semester. Professor Sofield.

Modern Satiric Fiction. See English 58f.

English 11 strongly recommended. Limited to fifty students. First semester. Omitted 1988-89. Professor Pritchard.

Studies in American Literature. See English 61.

First semester. Professor O'Connell.

American Regions: Their Literature and Culture. See English 64.

Requisite: At least one previous survey course in American literature. Second semester. Omitted 1988-89. Professor Peterson.

American Renaissance. See English 65.

Not open to Freshmen except with consent of the instructor. First semester. Professor Guttmann.

Jewish Writers in America. See English 66.

Not open to Freshmen. Limited to twenty students. Second semester. Professor Guttmann.

Literature of the Civil Rights Movement. See English 67s.

Limited to twenty-five students. Second semester. Professor Townsend.

Realism and Modernism. See English 68.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Peterson.

Women's Lives and Women's Lyrics. See English 69.

First semester. Professor Sánchez-Eppler.

Readings in American Literature. See English 70f.

Not open to Freshmen. Limited to twenty students. First semester. Professor Barale.

Studies in Classic American Film. See English 71.

Requisite: English 19 or another film course, or consent of the instructor (to be determined by application at first meeting of class). Not open to Freshmen. First semester. Omitted 1988-89. Professor Cameron.

Contemporary American Film. See English 79.

Requisite: English 19 or another film course, or consent of the instructor at the first class meeting. Not open to Freshmen. First semester. Omitted 1988-89. Professor Cameron.

Contemporary Cultural Studies. See English 80.

Not open to Freshmen. Second semester. Omitted 1988-89. Professor DeMott.

Democracy, Culture and the Mass Media. See English 81.

Not open to Freshmen. Sophomores may take the course with consent of the instructor. Limited to twenty-five students. First semester. Professor O'Connell.

American Art 1860-1940. See Fine Arts 40.

Second semester. Professor Clark.

American Architecture. See Fine Arts 44.

Second semester. Professor Clark.

American Art to 1860. See Fine Arts 45.

First semester. Professor Clark.

Topics in Fine Arts: Winslow Homer and Thomas Eakins. See Fine Arts 51, topic 2.

Requisite: Fine Arts 11 or 40. Limited to twelve students with consent of the instructor. First semester. Professor Clark.

American Social Structure. See Sociology 12.

Second semester. Professor Himmelstein.

The Family. See Sociology 17s.
Second semester. Omitted 1988-89. Professor Dizard.

Sport and Society. See Sociology 22.
Second semester. Professor Guttmann.

Contemporary Conservatism in America: The Rise and Future Prospects of the New Right. See Sociology 27.
First semester. Omitted 1988-89. Professor Himmelstein.

Social Change. See Sociology 30.
Open to Juniors and Seniors with consent of the instructor. Second semester. Professor Dizard.

State and Society. See Sociology 40.
Second semester. Professor Himmelstein.

Introduction to African-American Music and Musicians. See Black Studies 22.
Second semester. Professor Tillis (University of Massachusetts).

Introduction to African-American Poetry. See Black Studies 34.
Second semester. Omitted 1988-89. Professor Rushing.

Short Stories from the Black World. See Black Studies 35.
First semester. Omitted 1988-89. Professor Rushing.

Contemporary African-American Novel and Its Tradition. See Black Studies 37.
Open to Sophomores with consent of the instructor. Limited to twenty-five students. First semester. Professor Bell (University of Massachusetts).

Images of Black Women in Black Literature. See Black Studies 40.
Second semester. Omitted 1988-89. Professor Rushing.

Black Americans in the Mass Media. See Black Studies 43.
First semester. Professor Cherry (University of Massachusetts).

The Concept of the Ghetto. See Black Studies 44.
Second semester. Omitted 1988-89.

Introduction to Black Religion. See Black Studies 47s.
Second semester. Omitted 1988-89. Professor Wills.

The 1960s Revisited. See Black Studies 49s.
Second semester. Omitted 1988-89.

The American Economy. See Economics 24.
Requisite: Economics 11. Second semester. Professor Hughes.

The Regulated American Economy. See Economics 25s.
Requisite: Economics 14 or 24. Second semester. Omitted 1988-89. Professor Hughes.

American Economic History. See Economics 28.
Requisite: Economics 11. Second semester. Professor Daniel Barbezat.

Musical Culture in the United States. See Music 27s.
Second semester. Omitted 1988-89. Professor Reck.

Topics in Popular Musical Culture: The Beatles and Their Age. See Music 28.
Requisite: Music 11 or 11s, some knowledge of music notation, or consent of the instructor. Limited to twenty students. Second semester. Professor Reck.

The American Presidency. See Political Science 20.
Second semester. Omitted 1988-89. Professor Dumm.

Law, Politics and Society. See Political Science 22.
Second semester. Professor Sarat.

Political Obligations. See Political Science 23s.
Second semester. Professor Arkes.

Congressional Politics. See Political Science 29.
First semester. Omitted 1988-89. Professor Dumm.

Parties and Elections. See Political Science 31s.
Second semester. Omitted 1988-89. Professor Dumm.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy, and "Equal Protection of the Laws." See Political Science 42.
Second semester. Professor Arkes.

Seminar in Constitutional Law. See Political Science 58.
Requisite: Courses in law or political theory. Admission with consent of the instructor. Limited enrollment. Second semester. Omitted 1988-89. Professor Arkes.

Legitimation Problems in the United States. See Political Science 64.
Second semester. Omitted 1988-89. Professor Dumm.

American Religious History I. See Religion 33.
First semester. Lecturer Maffly-Kipp.

American Religious History II. See Religion 34.
Second semester. Lecturer Maffly-Kipp.

Religion and Politics in the United States. See Religion 36f.
First semester. Omitted 1988-89. Professor Wills.

Christian Ethics. See Religion 49s.
Second semester. Omitted 1988-89. Professor Wills.

77, 78. Senior Honors.

97, 98. Special Topics.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb, Dizard (Chair), Gewertz, and Pitkin; Associate Professor Himmelstein; Assistant Professors Goheen and Rothenberg*; Visiting Assistant Professor Smith.

The Anthropology and Sociology program is designed to complement the work of the other disciplines in the social sciences by bringing to bear the specific resources of each upon the understanding of man and woman in society and culture. Emphasis is placed upon traditional as well as upon modern societies and upon people in the past as well as in the present.

Major Program: Students majoring in the department will be able to emphasize either an Anthropology or Sociology curriculum. In the first instance students will normally take (although not necessarily in this order) Sociology 11 or 12, or Sociology 25, Anthropology 11, 12 and Anthropology 23, and four additional courses approved by the Department. Candidates for degrees with Honors will include Anthropology 77, 78.

Those who pursue a Sociology curriculum will normally take Anthropology 11 or 12, or Anthropology 23, Sociology 11, 12 and Sociology 25, and four additional courses approved by the Department. Candidates for degrees with Honors will include, as Seniors, Sociology 77, 78.

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*On leave 1988-89.

There will be an oral comprehensive examination in the second semester.

Interdepartmental majors in combination with a number of other fields may be arranged for Honors candidates.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archeology and the prehistoric record.

First semester. Professor Goheen.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Babb.

21. Indian Civilization: Traditional India. A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion.

First semester. Professor Babb.

23s. History of Anthropological Thought. An examination of the development of the anthropological tradition from the late nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Not open to Freshmen. Second semester. Professor Gewertz.

26. African Cultures and Societies. This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Second semester. Professor Goheen.

28f. East Asian Medical Systems. A survey of the medical concepts, practices, and problems of East Asia. After introducing traditional Asian medicine, the course will deal with the interaction of plural medical systems and social institutions in Taiwan, the People's Republic of China, Japan, and Korea. Consideration will be given to such issues as shamanism and magical healing, culturally specific syndromes and therapies, alcoholism and drug dependency, and systems of health care delivery.

First semester. Professor Smith.

29s. Japanese Society. An anthropological introduction to the cultural values and social organization of contemporary Japan. The course will emphasize the changing roles of kinship, the family, and local community in modern life, from a comparative perspective. Other issues to be considered will include sex roles, religion, business organization, crime and the law, education, and health care.

Second semester. Professor Smith.

30. Medical Anthropology. The focus of this course is the social construction of illness categories and of health care systems. Following a presentation of the history of Medical Anthropology as a discipline and a consideration of its major theoretical perspectives, the course will deal cross-culturally with issues such as the "sick role," curers, mental health, and nutrition. Examples will be drawn from both western and non-western societies. The final section will deal with anthropological issues in American health care delivery.

Second semester. Professor Smith.

31s. Anthropological Approaches to the Study of Religion. An examination of anthropological theory and method relating to the analysis of systems of religious belief and practice.

Not open to Freshmen. Second semester. Omitted 1988-89. Professor Babb.

32. Seminar in Contemporary Anthropological Theory. This seminar will concern the fundamental relationship in the discipline of anthropology between ethnographic data and social theory. This year students will read contemporary works of social theory based primarily on research in Melanesia in order to examine how anthropologists generalize about social processes from the information they collect in the field and how these generalizations come in turn to affect the collection of field data.

Limited to twenty students. Second semester. Professor Gewertz.

34. Seminar in Kinship and Sex Roles. This course explores various approaches to the anthropological study of kinship. Themes include the relation of kinship to social organization, social action and social classification. The course also examines the ways in which kinship and family organization define sex roles and analyzes the central position of kinship in the creation of social and sexual ideology.

Limited to twenty-five students. Second semester. Omitted 1988-89. Professor Goheen.

35. Gender: An Anthropological Perspective. This seminar provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Limited to twenty-five students. First semester. Professor Gewertz.

36. Culture and Personality. An examination of theoretical and methodological issues concerning the relationship between models of mental structure, consciousness and social structure. Primary emphasis will be on the theories of Freud and Marx. One two-hour seminar per week.

Admission with consent of the instructor. Second semester. Professor Pitkin.

42. The Crisis of the State in Africa. The European nation-state has been used as a model for the post-colonial state in Africa. But the historical and cultural development of African society has differed markedly from that of the West. This course will examine in detail state systems in Africa. Topics will include theories on the formation of states, the nature of political behavior, and the dynamics of coercion, consent, legitimacy and power in non-Western and colonial cultures. Histories of precolonial African societies, the colonial states, and independent African polities will be read in conjunction with the anthropological works to incorporate insights from both. Various case studies taken from West, Central and Southern Africa will be emphasized. Offered in alternate years.

Requisite: A prior course pertaining to Africa and consent of the instructors. Limited to twenty students. Second semester. Omitted 1988-89. Professors Goheen and Redding.

43. Economic Anthropology and Social Theory. This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such "economic facts" as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

First semester. Professor Goheen.

44f. Language and Culture. Every human culture includes and depends upon language, and language is in some ways the most systematically describable major cultural system. As a result, linguistics has been regarded as one of the four subfields of anthropology and there has been a lively tradition of speculation about influences between language and other cultural systems and about structural similarities and their implications for theory and method. This course will review the history of thinking on the language-culture relationship and provide an introduction to the field of anthropological linguistics.

First semester. Omitted 1988-89.

45. Interpreting Japan. Japan is unusual in the frequency with which theorists—both native and foreign—have offered models of its sociocultural system. This course will consider the merits of diverse visions of Japan as presented by observers ranging from popular writers and Japanese folklorists to ethnographers and political ideologues. Some of the paradigms considered will include the Japanese Cultural Model *(Nippon Bunkaron)*, the Group Model, the Social Exchange Model, and Class Conflict Model.

Requisite: Anthropology 29 or experience living in Japan. First semester. Professor Smith.

46. African Systems of Belief and Knowledge in Historial Perspective. This course will study the demarcations and contrasts made between magic, science and religion by various theorists (such as Tylor and Frazer, Durkheim and Levy-Bruhl, Mauss, Evans-Pritchard, Levi-Strauss, Horton and others) as applied to indigenous African concepts of power and belief. African notions of cause and effect, the proper relationship of the individual to society, and the religious and magical foundations of social structures will be examined.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to twenty students. Second semester. Professors Goheen and Redding.

77, 78. Senior Honors.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half course.

First and second semesters. The Department.

RELATED COURSES

An Introduction to Linguistics. See Asian Languages and Literatures 30.

Limited to thirty students. Second semester. Professor Tawa.

Introduction to Asia. See Asian Studies 11s.

Second semester. Professors Morse and Thurman and Asian Studies Faculty.

Human Sociobiology. See Biology 14.

Second semester. Professor Zimmerman.

The Concept of the Ghetto. See Black Studies 44.
Second semester. Omitted 1988-89.

Introduction to Black Religion. See Black Studies 47s.
Second semester. Omitted 1988-89. Professor Wills.

Religion and Art in Africa. See Religion 25s.
Second semester. Omitted 1988-89. Professor Pemberton.

Sociology

11. Person and Society: An Introduction to Sociology. Beginning with the fundamental and age-old question "How is social order possible?" we will examine the ways in which groups form and elaborate distinctive codes—norms, roles and values—as well as the ways groups exert control over members' behavior. In pursuing this question, we will necessarily encounter a second fundamental issue: "What is human nature?" Is there a fixed human nature or are humans shaped by the social order? We will consider theories that stress primacy of the social order or the primacy of the individual as well as the interactionist approach which asserts that social order and human nature are products of constant interaction between the person and the society. Our analyses of these classical concerns will set the stage for an examination of more contemporary issues in sociology such as institutional sexism and racism and the bases of collective action.

First semester. Professor Dizard.

12. American Social Structure. The social structure in which we live shapes our life chances, actions, and ideas. With this in mind, we shall attempt to identify the central features and master trends of American social structure. We shall be concerned with the nature of economic and political power, the changing role of the family, and the fundamental themes of American culture. We shall also examine the major bases of inequality in American life—class, race, and gender—and the ways in which they mediate the impact of social structure on individual lives. Finally, we shall ponder the notion of social structure itself and the image of human nature it implies.

Second semester. Professor Himmelstein.

17s. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

Second semester. Omitted 1988-89. Professor Dizard.

22. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contests, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

Second semester. Professor Guttmann.

25. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular?* What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."

First semester. Professor Himmelstein.

27. Contemporary Conservatism in America: The Rise and Future Prospects of the New Right. American politics and ideology have clearly moved to the "right" in recent years. Informed by relevant sociological perspectives, we shall examine this resurgent American conservatism as a social movement, a political force, and an ideology. By identifying its various components and placing them in historical context, we shall seek to make sense of the Reagan Administration, the New Right, intellectual neoconservatism, the politicization of evangelical Christians, and the new corporate activism. We shall make extensive use of newspapers, journals, and other contemporary materials to keep track of the changing fortunes of the Right.

First semester. Omitted 1988-89. Professor Himmelstein.

30. Social Change. Much change, to paraphrase Marx, goes on behind people's backs. The purpose of this seminar is to explore several theoretic frameworks, classical and contemporary, that help us see what is going on "behind our backs." The early meetings of the seminar will be devoted to developing an understanding of the most prominent theories, principally those of Marx and Parsons and their respective followers, in order that we might then proceed to our own analyses of selected instances of change or aborted change. The range of topics we will explore will include revolution, reform, modernization, social movements, and social decay. Readings will include monographic studies as well as theoretical texts. Students will be expected to prepare seminar presentations as their work progresses through the semester. One two-hour seminar per week.

Open to Juniors and Seniors with consent of the instructor. Second semester. Professor Dizard.

31s. Sociology of Education. Most students will have spent nearly 15,000 hours in educational institutions by the time they graduate from high school. How much of an impact *do* schools have on people? How does the structure of the institution affect what happens to students? In the long run, does all this schooling make any difference? This course will examine the role of education and the structure of educational institutions (including colleges and universities) in American society. The process by which skills, cultural norms, and cultural values are transmitted will be studied. Also, the distribution of educational opportunity will be explored. These issues will be dealt with at the level of the classroom, the school, and the community. The latter part of the course will focus on school desegregation and the creation of change in the educational system.

Second semester. Omitted 1988-89. Professor Rothenberg.

39. Sociology of Conflict and Conflict Resolution. In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts to conflicts between nation-states, we will review a variety of theoretical approaches and perspectives. In addition to analyses of conflict, we shall also examine the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict and reducing tensions between hostile parties. Finally, we will apply what we have learned to an analysis of the arms race between the U.S. and U.S.S.R. and various proposals for reducing tensions between the two superpowers.

Requisite: Sociology 11 or 12 or 25; or Anthropology 11 or 12 or 23; or consent of the instructor. First semester. Omitted 1988-89. Professor Dizard.

40. State and Society. This course examines in several ways the central issue of political sociology: the relationship between state and society. After defining some basic terms (power, authority, etc.) and reviewing some classic statements (including Marx, Tocqueville, and Weber), we shall examine in some detail several issues that have preoccupied the sociological study of the modern state, especially the democratic state: the rise of the modern state and the various forms it takes, the complex role of the state in capitalist society, the distribution of political power and the problem of the ruling class, the social bases of electoral politics, and the nature of political movements. We shall ultimately apply our sociological insights to recent American politics and political movements.

Second semester. Professor Himmelstein.

42. Youth, Youth Culture, and Youth Serving Institutions. As individual societies develop and as the division of labor is elaborated, the transition to adulthood becomes protracted, and a clearly defined social stratum, youth, emerges. Though a transitional status, youth nonetheless has come to be a quite distinctive social category, often evincing distinctive norms and politics. In this seminar we will analyze the significance of youth—their culture and the institutions that have emerged to define and serve them. Topics will include: student movements, education and youth culture, generational conflict, and stratification of youth by race, sex, and social class. The readings will include novels and autobiographies as well as sociological and historical analyses.

Second semester. Omitted 1988-89. Professor Rothenberg.

46. The Social Construction of Human Fertility. Every society distinctively shapes its members' attitudes toward fertility. In some societies, people are encouraged to "go forth and multiply." In others, people are strenuously enjoined from having more than one child per couple. In this course we will examine the attempts to regulate fertility, seeing them as one of the key ways that society shapes relations between men and women as well as providing a crucial link between individual behavior and social structure. In addition to examining the ways fertility is controlled, we shall also consider the circumstances that produce dramatic shifts in the meaning of birth rates. Readings will include classical political economists, most notably Malthus, demographic projections, discussions of the "population explosion," and analysis of the relationships between population growth, resource use, and social dynamics.

Second semester. Professor Dizard.

77, 78. Senior Honors.

97, H97. 98, H98. Special Topics.

RELATED COURSE

Feminist Theory. See Women's and Gender Studies 23.

First semester. Dr. Fingrutd.

ASIAN LANGUAGES AND LITERATURES

Assistant Professors Mizenko (Chair) and Tawa, Five College Assistant Professor Jiyad, Assistants.

Although the Department does not offer a major program, students who are interested in pursuing work in this field are urged to consider majoring in Asian Studies.

Additional courses in Asian languages are available through Five College interchange registration. These courses, as well as other courses in Asian literatures, are listed in the Five College Asian Studies brochure available at the department office. Students should also consider participating in the Associated Kyoto Program and other overseas programs for intensive study of language and culture. For further information, see the Asian Studies listing in this catalog.

1. **Elementary Japanese I.** The course will provide an introduction to the basic patterns and pronunciation of modern Japanese. Attention will be given to developing skills of listening, speaking, reading, and writing the kana syllabary and basic Chinese characters (kanji).The frequent use of audio-visual materials will aid students in learning the language in a sociocultural context. Three class meetings per week plus two drill sessions and individual work in the language laboratory.

First semester. Professor Tawa.

2. **Elementary Japanese II.** A continuation of Asian Languages and Literatures 1. The course will emphasize mastery of patterns used in daily conversation and will employ written materials introducing more kanji. An important aim of the course will be to provide a deeper understanding of the socio-cultural background of modern Japanese. Three class meetings per week plus two drill sessions and individual work in the language laboratory.

Requisite: Asian Languages and Literatures 1 or equivalent. Second semester. Professor Mizenko.

3. **Intermediate Japanese I.** Oral practice, grammar, reading and composition are stressed to increase comprehension. Students at this level will become able to handle most everyday situations which they might encounter in Japan. Three class hours per week plus one drill session and individual work in the language laboratory.

Requisite: Asian Languages and Literatures 2 or equivalent. First semester. Professor Mizenko.

4. Intermediate Japanese II. A continuation of Asian Languages and Literatures 3. By the end of this course, students should have a command of the basic structure of the Japanese language and should be prepared to begin to read newspapers and other contemporary materials. Development of conversational skills will continue to be emphasized, and the class will be conducted mostly in Japanese. Three class hours per week plus one drill session and individual work in the language laboratory.

Requisite: Asian Languages and Literatures 3 or equivalent. Second semester. Professor Tawa.

5. Elementary Chinese I. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Classwork is supplemented by laboratory periods which include practice with language tapes and video tapes. Three class meetings and two drill sessions per week, plus individual work in the language laboratory.

First semester. Mr. Lan.

6. Elementary Chinese II. A continuation of Asian 5. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Three hours of class work per week are supplemented by drill sessions and laboratory periods which include practice with language tapes and video tapes.

Requisite: Asian Languages and Literatures 5 or equivalent. Second semester. Mr. Lan.

7. Intermediate Chinese I. This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. By the end of the term the student will have a command of 700 characters. Three class hours supplemented by drill sessions and individual work in the language laboratory.

Requisite: Asian Languages and Literatures 6 or equivalent. First semester. Mr. Lan.

8. Intermediate Chinese II. A continuation of Asian Languages and Literatures 7. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. By the end of the term the student will have a command of 1,000 Chinese characters. Three class hours supplemented by drill sessions and work in the language laboratory.

Requisite: Asian Languages and Literatures 7 or equivalent. Second semester. Mr. Lan.

9. Elementary Arabic I. An introduction to Modern Standard Arabic. A combined audio-lingual and structural approach to the study of Arabic, presented in a culturally meaningful context. Intensive oral and written drills, language analysis with special emphasis on syntax, and training in rapid access to reading. Four class meetings per week, plus individual work in the language laboratory.

First semester. Omitted at Amherst College 1988-89. To be offered as Asian 130f at Mount Holyoke College and as FL 105 at Hampshire College. Professor Jiyad.

10. **Elementary Arabic II.** A continuation of Asian Languages and Literatures 9.

Requisite: Asian Languages and Literatures 9 or equivalent. Second semester. Omitted at Amherst College 1988-89. To be offered as Asian 131s at Mount Holyoke College and as FL 105 at Hampshire College. Professor Jiyad.

13. **Classical Japanese Literature.** An introduction to the classical literature of Japan in English translation from the age of the Manyō poets (fifth through eighth centuries) through the Genroku period (late seventeenth to early eighteenth centuries). The course is divided into two parts. In the first, the focus will be on the poetic tradition—including the forms of the chōka, tanka, renga and haiku—which constitutes the foundation of classical Japanese literature. In the second, works in other genres, such as fiction, essays and drama, will be considered. The course is organized in this manner because an understanding of the literary tradition is impossible without exposure to classical lyrical poetics. Among the works to be read and discussed are the poetry anthologies, including the *Manyōshū* and *Kokinshū;* works of prose such as the *Tale of Genji*, the *Tale of the Heike*, the *Pillow Book*, *Essays in Idleness*, and diaries; plays from the Nō and puppet theaters; fiction by Saikaku, and poetry by Bashō. Three class hours per week.

First semester. Omitted 1988-89. Professor Mizenko.

15. **Modern Japanese Literature.** An introduction to the post-classical literature of Japan, from the mid-Edo period (eighteenth century) through the Second World War. The period covered in this course saw two major developments: the emergence of a new middle-class audience for literary works in the Edo period, and the creation of a new, Western-influenced literature beginning in the Meiji period (late nineteenth century). Among the writers whose works will be read and discussed are Futabatei Shimei, Mori Ōgai, Natsume Sōseki, Tanizaki Junichirō, Shiga Naoya, Nagai Kafū, Akutagawa Ryūnosuke, and Kawabata Yasunari. All readings in English translation. Two class meetings per week.

First semester. Professor Mizenko.

17. **Advanced Japanese: Contemporary Japanese Culture, Society and Language.** Reading and discussion of a wide range of cultural and linguistic materials written in Japanese. Materials will be analyzed both for their

linguistic features and as cultural documents. Conducted in Japanese. Two class meetings per week.

Requisite: Three years of Japanese or equivalent. First semester. Professor Tawa.

22. The Narrative Arts of Postwar Japan. The rapid growth and often turbulent change of postwar Japan has been accompanied by a flourishing of the literary and cinematic arts, whose producers represent a variety of perspectives: leftist, rightist, existentialist, traditionalist, and feminist, among others. In 1988-89, the course will focus on the representation of women and their relationships with men and the family, as found in film, literature, and popular media such as television and *manga* (comics). The granting of equal rights for women by the postwar constitution helped direct the attention of writers and filmmakers to a reexamination of women's traditional position in history and to an analysis of the complexities of their lives in contemporary Japan. Feminist attitudes began to appear in writing by women and films by sympathetic male directors, while the dismantling of wartime censorship had the effect of unleashing the erotic fantasies of many male writers. Works from these and other approaches will be studied, including films by Ozu Yasujiro, Kurosawa Akira, Mizoguchi Kenji, and Naruse Mikio, and literary works by such women writers as Ariyoshi Sawako, Enchi Fumiko, and Kurahashi Yumiko, and such men as Dazai Osamu, Tanizaki Jun'ichiro, and Kawabata Yasunari. All readings are in English translation, and all films are subtitled. One class meeting per week plus film screenings.

Admission with consent of the instructor. Limited to thirty students. Second semester. Professor Mizenko.

30. An Introduction to Linguistics. This course is an introduction to the principles and methods of linguistics, the scientific study of language. The course will explore the central aspects of the formal structure of language, as well as the ways in which language relates to the social and psychological existence of human beings. Topics will include: properties of human languages, phonetics, phonology, syntax, semantics, historical language change (historical linguistics), language and mind (psycholinguistics), language and society (sociolinguistics) and language and computers. This course will not count toward an Asian Studies major. Two class meetings per week.

Limited to thirty students. Second semester. Professor Tawa.

ASIAN STUDIES

Advisory Committee: Professors Babb, Dennerline, Moore (Chair), Petropulos*, Reck, and Thurman; Associate Professor Basu†; Assistant Professors Mizenko, Morse, Smith, and Tawa.

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*On leave 1988-89.

†On leave first semester 1988-89.

Major Program. The Department of Asian Languages and Literatures and the interdepartmental committee on Asian Studies offer a major program which is designed to give the student a framework within which to formulate an interdisciplinary program focusing on Asian civilization and culture. Majors are expected to integrate perspectives offered by the social sciences and humanities in a program of study which emphasizes some major dimension of the experience of Asian peoples.

Requirements: Asian Studies 11 is required of all majors and is normally taken by the Junior year. When declaring a major, the student will design an integrated program of study in consultation with a member of the Asian Studies Advisory Committee. The program must include eight additional courses on Asia beyond first-year language courses and should have a geographic focus on East, South, Southeast or West Asia. At least two of the eight required courses must deal with an area or areas of Asia other than that of the student's major geographic focus. Majors must complete by the seventh week of the second semester of the senior year a comprehensive examination administered by two members of the Committee. In addition, as one of the required eight courses every major will be expected to undertake an independent project in Asian Studies 77. Students who wish to be candidates for Honors must submit a thesis proposal to the Committee for its approval and, in addition to the required eight courses, enroll in Asian Studies 78.

Study Abroad. The Committee supports a program of study in Asia during the Junior year as a means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Studies majors are therefore encouraged to spend at least one semester during the Junior year pursuing a plan of study which has the approval of the Committee. Students concentrating on Japan, and in the process of completing at least first-year Japanese, should apply for admission to the Associated Kyoto Program (AKP), at Doshisha University in Kyoto. Similar arrangements can be made in consultation with members of the Committee for students who wish to study in Taiwan, China, India or Egypt.

Five College Courses. In developing a program of study, majors should consider courses offered throughout the Five Colleges as well as at Amherst. A list of such courses is contained in an Asian Studies brochure available from the Registrar's office.

11s. Introduction to Asia. This course provides a window into three separate cultures: those of India, China, and Japan. The purpose is to focus on topics and themes that will demonstrate some of the ways in which Asian people have defined and developed their cultural heritages. Reflecting the expertise of this year's faculty, we will consider major aspects of the religious and philosophical thought, aesthetic traditions, and social realities of each culture. We will read examples of the classics of each civilization, such as the *Buddha Life*, the *Gita*, the Confucian *Analects*, the *Tao Teh Ching*, the *Kojiki*, Dogen's *Shobogenzo*, and the works of Basho. On the artistic side, we will use illustrated lectures to encounter some of the major monuments of South and East Asia, from Indian Buddha images and cave paintings, to Chinese landscapes and Japanese woodblock prints. To keep some ground in social reality, we will use ethnographical works to visit at least one village in each country, and we will conclude with a glance at the writings of representative recent Asian leaders.

Second semester. Professors Babb and Morse and Asian Studies Faculty.

Elementary Japanese I. See Asian Languages and Literatures 1.

First semester. Professor Tawa.

Elementary Japanese II. See Asian Languages and Literatures 2.

Requisite: Asian Languages and Literatures 1 or equivalent. Second semester. Professor Mizenko.

Intermediate Japanese I. See Asian Languages and Literatures 3.

Requisite: Asian Languages and Literatures 2 or equivalent. First semester. Professor Mizenko.

Intermediate Japanese II. See Asian Languages and Literatures 4.

Requisite: Asian Languages and Literatures 3 or equivalent. Second semester. Professor Tawa.

Elementary Chinese I. See Asian Languages and Literatures 5.

First semester. Mr. Lan.

Elementary Chinese II. See Asian Languages and Literatures 6.

Requisite: Asian Languages and Literatures 5 or equivalent. Second semester. Mr. Lan.

Intermediate Chinese I. See Asian Languages and Literatures 7.

Requisite: Asian Languages and Literatures 6 or equivalent. First semester. Mr. Lan.

Intermediate Chinese II. See Asian Languages and Literatures 8.

Requisite: Asian Languages and Literatures 7 or equivalent. Second semester. Mr. Lan.

Elementary Arabic I. See Asian Languages and Literatures 9.
First semester. Omitted 1988-89 at Amherst College. To be offered as Asian 130f at Mount Holyoke college and as FL 105 at Hampshire College. Professor Jiyad.

Elementary Arabic II. See Asian Languages and Literatures 10.
Second semester. Omitted 1988-89 at Amherst College. To be offered as Asian 131s at Mount Holyoke College and as FL 106 at Hampshire College. Professor Jiyad.

Classical Japanese Literature. See Asian Languages and Literatures 13.
First semester. Omitted 1988-89. Professor Mizenko.

Modern Japanese Literature. See Asian Languages and Literatures 15.
First semester. Professor Mizenko.

Advanced Japanese: Contemporary Japanese Culture, Society and Language. See Asian Languages and Literatures 17.
Requisite: Three years of Japanese or equivalent. First semester. Professor Tawa.

The Narrative Arts of Postwar Japan. See Asian Languages and Literatures 22.
Second semester. Professor Mizenko.

An Introduction to Linguistics. See Asian Languages and Literatures 30.
Second semester. Professor Tawa.

Indian Civilization: Traditional India. See Anthropology 21.
First semester. Professor Babb.

East Asian Medical Systems. See Anthropology 28f.
First semester. Professor Smith.

Japanese Society. See Anthropology 29s.
Second semester. Professor Smith.

Interpreting Japan. See Anthropology 45.
Requisite: Anthropology 29 or experience living in Japan. First semester. Professor Smith.

Chinese Civilization in Historical Perspective. See History 43.
First semester. Professor Dennerline.

Modern China. See History 45s.
Second semester. Professor Dennerline.

Topics in Modern Chinese History. See History 46f. The topic for 1988-89 is: Democracy and Reform.
First semester. Professor Dennerline.

Japanese History to 1600. See History 47.
First semester. Professor Moore.

Japan Since 1600. See History 48.
Second semester. Professor Moore.

Postwar Japan. See History 49.
First semester. Professor Moore.

Topics in Modern Japanese History. See History 50f.
First semester. Omitted 1988-89. Professor Moore.

The Middle East from 600 to 1300 A.D. See History 51.
First semester. Omitted 1988-89. Professor Petropulos.

The Middle East from 1300 to the Present. See History 52.
Second semester. Omitted 1988-89. Professor Petropulos.

Arts of Japan. See Fine Arts 42.
Second semester. Omitted 1988-89. Professor Morse.

Later Japanese Arts: The Momoyama and Edo Periods. See Fine Arts 43.
First semester. Professor Morse.

Survey of Asian Art. See Fine Arts 46f.
First semester. Omitted 1988-89. Professor Morse.

Arts of China. See Fine Arts 48.
Second semester. Omitted 1988-89. Professor Morse.

Approaches to Chinese Painting. See Fine Arts 49.
First semester. Professor Morse.

Problems of Japanese Art of the Early Middle Ages. See Fine Arts 51s, topic 3.
Second semester. Professor Morse.

Music of the Whole Earth. See Music 23.
First semester. Professor Reck.

Seminar in World Music: Music of India. See Music 24.
Second semester. Professor Iyer.

Politics in Third World Nations. See Political Science 24f.
First semester. Omitted 1988-89. Professor Basu.

Power and Powerlessness: Asian Women. See Political Science 47s.
Second semester. Omitted 1988-89. Professor Basu.

Indian Democracy and Chinese Communism. See Political Science 56.
Admission with consent of the instructor. Second semester. Professor Basu.

Religious Traditions in Asia. See Religion 12f.
First semester. Omitted 1988-89. Professor Gyatso.

Buddhist Scriptures. See Religion 23.
First semester. Professor Gyatso.

The Indo-Tibetan Buddhist Tradition. See Religion 29.
First semester. Omitted 1988-89.

The Poetry of Enlightenment. See Religion 30f.
First semester. Professor Gyatso.

Buddhist Psychology. See Religion 31s.
Requisite: Religion 11 or 12 or Psychology 11, or consent of the instructor. Second semester. Professor Thurman.

Topics in Indian Philosophy. See Religion 62.
Requisite: Religion 11 or 12, Philosophy 11, or consent of the instructor. Second semester. Omitted 1988-89. Professor Thurman.

Women and Social Change. See Women's and Gender Studies 12.
Second semester. Professors Basu and Olver.

77. Senior Tutorial.
Required of all Senior majors. First semester. Members of the Committee.

78, D78. Senior Honors.
A continuation of Asian Studies 77, culminating in a substantial piece of writing which may be presented to the Committee for a degree with honors. Open to Senior majors with the consent of the Committee. Students intending to take this course should submit a proposal to the committee by the end of the sixth week of the fall semester, after consultation with their tutors in Asian Studies 77. Enrollment is contingent upon the acceptance of a partial draft by a committee of three readers, which will evaluate the thesis and make recommendations for honors. Second semester.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. Members of the Committee.

ASTRONOMY

Professors Dent, Goldsmith, Greenstein‡, Harrison, Irvine, Kwan, Strom (Chair of Department), and Van Blerkom (Head, University Astronomy Program); Associate Professors Arny†, Dennis, Dickman, Edwards‡, Kleinmann, Schloerb, Snell, Tademaru, White, and Young; Assistant Professors Schneider and Skrutskie.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting on or following Thursday, September 8, for the fall semester and Wednesday, February 1, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the rite major are Astronomy 21 and 22 plus three courses chosen from Astronomy 19, 20, 37, 38, 43, 44; Physics 32 and 33; and Mathematics 11 and 12.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11 in the first semester of their Freshman year and Physics 32 in the second. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All Astronomy majors must pass a written comprehensive examination in the second semester of their Senior year.

11. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Students who are even considering majoring in Astronomy are cautioned that Astronomy 11 does not constitute an introductory course within the major. Three one-hour lectures per week.

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†On leave first semester 1988-89.
‡On leave second semester 1988-89.

Enrollment limited to forty-five students. No student who has taken any upper level math or science course will be admitted. First semester. Professor Greenstein.

12f. Special Topics in Astronomy. (ASTFC) Recent developments in astronomy will be examined in a seminar format. Topics include formation of the solar system, planetary rings, space astronomy, stellar activity, binary stars, cataclysmic variables and extra-terrestrial life. Offered in alternate years. To be given at Smith College.

Requisite: Astronomy 11 and consent of the instructor. Limited to fifteen students. First semester. Omitted 1988-89.

13. The Solar System. (ASTFC) An introductory course dealing with civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than Astronomy 11 and intended for students who desire a deeper though still non-technical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the Earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the Earth and other planets. Same course as Astronomy 113 Honors, University of Massachusetts. To be given at the University of Massachusetts.

First semester. Professor Schloerb.

19s. Astronomy I: Planetary Science. (ASTFC) Introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets.

Requisite: One semester of calculus and one semester of a physical science (physics, astronomy or geology). Some familiarity with physics is essential. Second semester. Professor to be named.

20. Cosmology. (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science. To be given at Smith College.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. Second semester. Professor to be named.

21. Astronomy II: Stars and Stellar Evolution. (ASTFC) Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars, evolutionary histories of stars, and the origin of the elements. White dwarfs, neutron stars (pulsars) and black holes. Recommended as the second course for physical science majors and other physical science students. Two seventy-five minute lectures per week plus evening laboratories.

Requisite: Physics 32 (students unable to meet this requisite should consult with the department). First semester. Professor Van Blerkom.

22. Astronomy III: Galactic and Extragalactic Astronomy. (ASTFC) Structure and internal motion of the Galaxy; observations of interstellar matter; star formation and evolution of the Galaxy; classification of galaxies, the extragalactic distance scale, and clusters of galaxies; active galaxies and quasars; Newtonian cosmology, the dark matter problem, and the early universe. Two seventy-five minute lectures per week plus evening laboratories.

Requisite: Astronomy 21. Second semester. Professor to be named.

34. History of Astronomy. (ASTFC) Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth century (century of progress), and in the nineteenth century (century of evolution). Development in gravitational theory from ancient until modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical with emphasis on history and cosmology.

Second semester. Professor to be named.

37. Observational Optical Astronomy. (ASTFC) An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Evening laboratories, to be arranged.

Requisite: Physics 33, Astronomy 21 and 22. Not open to Freshmen. First semester. Professor Edwards and K. Strom.

38. Techniques of Radio Astronomy. (ASTFC) Introduction to equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Two lectures and laboratory. Laboratories familiarize students with radio spectroscopy; data collection and analysis using the computer controlled 21 cm wavelength laboratory telescope and the 14 meter diameter FCRAO radio telescope.

Requisite: Physics 33. Not open to Freshmen. Second semester. Professor to be named.

43. Astrophysics I: Stellar Structure. (ASTFC) Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Two ninety-minute lectures per week. To be given at the University of Massachusetts.

Requisite: Physics 35. Open to Juniors and Seniors. First semester. Professor Harrison.

44. Astrophysics II: Relativistic Astrophysics. (ASTFC) An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission. The calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of concepts, rather than mathematical rigor, is sought wherever possible. The goal is immediate application of techniques learned to diverse astronomical phenomena. To be given at the University of Massachusetts.

Requisite: Astronomy 43. Open to Juniors and Seniors. Second semester. Professor to be named.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to Seniors. First and second semesters. The Department.

77, 78. Senior Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five-College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to Seniors. Required of Honors students. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. The Department.

BIOLOGY

Professors George, Hexter‡, Poccia, and Zimmerman; Adjunct Professor Goldsby; Associate Professors Ratner and Williamson (Chair); Assistant Professors Ewald and Lyons.

The Biology curriculum is designed to maintain a balance between the needs of students preparing for postgraduate work in Biology or medicine, and the purposes of a liberal arts college.

Courses for Non-Major Students. Biology 14 and 18 are non-laboratory courses designed for students who are not majoring in the sciences and for those not majoring in Biology in particular. These courses are intended to introduce students to the subject matter of the biological sciences, with emphasis on scientific methodology and on man's place in nature. Although these courses may be elected by any student, they do not normally satisfy the major in Biology or the admissions requirements of medical schools.

Major Program. The requirements for the Biology major are designed to emphasize five areas of understanding and skill.

(1) *A knowledge of the basic scientific laws that apply to all of nature.* Requirements: Chemistry 11 and 12; Mathematics 11; Physics 16 and 17 or 32 and 33. Strongly recommended: Chemistry 21 and 22.

(2) *An appreciation of the particular questions that can be asked and answered through the study of living organisms.* Requirement: Biology 12 (Introductory Biology) may be waived by passing a placement examination.

(3) *A knowledge of the general areas of modern life sciences.* At least four of the following "core" courses must be taken: Biology 21 (Genetics), 22 (Developmental Biology), 23 (Ecology), 26 (Physiology), 29 (Cell Biol-

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‡On leave second semester 1988-89.

ogy), and 32 (Evolutionary Biology). Majors must include among their four core courses either Biology 21 or 29 and either Biology 23 or 32.

(4) *A mastery of some of the sophisticated techniques and approaches of modern life sciences.* Requirement: At least one advanced laboratory course, chosen from Biology 30 (Biochemistry), 35 (Neurobiology), and 38 (Animal Behavior). Please note physical science prerequisites for Biology 30 and 35.

(5) *At least one seminar course,* chosen from Biology 33 (Immunology), 43 (Seminar in Evolution), 44 (Seminar in Ecology), 53 (Seminar in Molecular Genetics), 56 (Seminar in Neurobiology), and 57 (Seminar in Developmental Genetics). Candidates for Honors in Biology may use Biology 77 to satisfy this requirement if they wish.

Specific requirements may be modified with approval by the Department. Advanced or specialized courses not offered here may be taken at the four neighboring institutions, and those courses may count toward the major with the approval of the Department. (Be sure to request such approval before enrolling.)

All majors must take a comprehensive examination during the Senior year. The examination may be oral, written, or a combination of both, as determined by the department.

Honors Program. Honors work in Biology is intended to offer an introduction to the purposes and methods of biological research. It is an excellent preparation for those students who wish to become professional scientists or who wish to acquire first-hand knowledge of the methods of modern science. Honors candidates must elect Biology 77 and D78 in addition to the other requirements.

The work for Honors consists of three activities: (a) an original investigation under the direction of some member of the staff, (b) participation in a seminar in which the candidate reports on recent literature dealing with current scientific investigations, and (c) preparation of a thesis on the candidate's original investigation.

12. Introductory Biology. An introduction to the questions, approaches, and materials of biological science. The diversity of organisms, the adaptive nature of their structure and function, the evolutionary basis of these adaptations, and the cellular and subcellular mechanisms of selected life processes. Four classroom hours and four hours laboratory per week.

Second semester. Professors George and Lyons.

12f. Introductory Biology. Same description as Biology 12.

Limited enrollment. Preference to non-Freshmen. First semester. Professor Zimmerman.

14. Human Sociobiology. A study of how recent extensions of the theory of natural selection explain the origin and evolution of animal and human social behavior. After consideration of the relevant principles of genetics, evolution, population biology, and animal behavior, the structure and evolution of animal societies will be discussed. With this background, several aspects of human social evolution will be considered: the ecology of subsistence, differences between men and women, systems of kinship and marriage, incest, reciprocity and exchange, warfare and the evolution of laws and justice. Three hours of lecture and occasional films per week.

Second semester. Professor Zimmerman.

18. **Human Genetics.** A study of the genetics of humans, including Mendelism, cytogenetics, the molecular basis of genetics, human biochemical genetics, mutation and population genetics. An understanding of these subjects will lead to a discussion of the ethics of and possibilities for genetic and biological engineering. One three-hour seminar meeting per week.

Not open to Freshmen or to students who have had Biology 12 or its equivalent. Second semester. Omitted 1988-89. Professor Hexter.

21. **Genetics.** A study of the basic facts of heredity and a consideration of the various hypotheses for the action of genes in the control of cellular and multi-cellular processes. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12 and completion of, or concurrent registration in, Chemistry 11. Not open to Freshmen. First semester. Professors Hexter and Ratner.

22. **Developmental Biology.** A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 12. Not open to Freshmen. Limited to two sections of twenty-four students each. Second semester. Professor Poccia.

23. **Ecology.** A study of the relationships of plants and animals (including humans) to each other and to their environment. Emphasis will be placed on critical review and discussion of topics such as competition, predation, reproduction, and plant-animal interactions. General principles will be illustrated by lectures, selected films, laboratory and field work. Four classroom hours and one afternoon of laboratory or field work per week.

Requisite: Biology 12 or consent of the instructor. First semester. Professors Ewald and Lyons.

26. **Animal Physiology.** Function, structure and regulation in biological tissues, organs, and organ systems. How organisms maintain their body form against gravity, manage food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, and process sensory information. How these activities are regulated by the nerv-

ous system and by hormonal controls. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12, Physics 16 or 32, and Chemistry 11. Not open to Freshmen. Second semester. Professor Williamson.

29. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Three classroom hours and four hours of laboratory per week.

Requisite: Biology 12 and completion of, or concurrent registration in, Chemistry 12. First semester. Professors Poccia and Williamson.

30. Biochemistry. A study of the structure and function of biologically important molecules. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for chemistry majors. Second semester. Professor Ratner and professor to be named.

32. Evolutionary Biology. A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macro-molecules and cell organelles, the evolution of behavior and societies, the fossil record of vertebrates and man, and the evolution of culture. Four classroom hours per week.

Requisite: Biology 12. Second semester. Professor Zimmerman.

33. Immunology. The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Four class hours per week.

Requisite: Biology 12 and either Biology 21, 29 or 30. Limited to twenty-four students. First semester. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12, Chemistry 11, and either Physics 17 or 33. Limited to twenty-four students. First semester. Professor George.

38. Animal Behavior. Analyses of animal behavior emphasizing ecological and evolutionary approaches, but also incorporating psychological and ethological perspectives. Topics include procurement and allocation of resources, defenses against predation and parasitism; learning, decision making and behavioral development; cycles of behavior; deceptive versus honest communications; cooperation and altruism; courtship, mating systems, and parental care; sexual selection; aggression, rape, territoriality and dominance. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 14 or 23 or 32, or consent of the instructor. Second semester. Professor Ewald.

43s. Seminar in Evolution. Interdisciplinary approaches to general topics in the field of evolutionary biology. Topics will include cultural and technological influences on disease virulence; coevolution of defenses and counter-defenses; effects of transmission modes on host/symbiont coevolution; organelle evolution; and factors favoring evolution towards mutualism versus parasitism. Three hours per week.

Requisite: Biology 23 or 32, or consent of the instructor. Limited to sixteen students. Second semester. Omitted 1988-89. Professor Ewald.

44. Seminar in Ecology. A discussion of selected areas in ecology, including such subjects as plant reproductive strategies (maternity and paternity in plants and the significance of biotic interactions); plant population biology; philosophical issues in ecology; aspects of human ecology.

Requisite: Biology 23 or consent of the instructor. Second semester. Omitted 1988-89. Professor Lyons.

53. Seminar in Molecular Genetics. A discussion of selected areas in molecular genetics, including such topics as: genomic complexity and rearrangements; processing of eukaryotic RNA; transcriptional promoters and enhancers; DNA-protein interactions; recombinant DNA techniques and applications; oncogenes. Three hours per week.

Requisite: Biology 21 or 30, or consent of the instructor. Limited to twelve students. First semester. Omitted 1988-89. Professor Ratner.

56. Seminar in Neurobiology. Recent discoveries and current controversies related to one aspect of nervous system research. In 1988-89 the subject will be neuronal excitability. Topics will include the physiology and molecular biology of single ion channels, and the role of these channels in electrical signalling impulses, learning, and diseases such as epilepsy and cystic fibrosis. Three hours per week.

Requisite: Biology 29, 30, or 35, or consent of the instructor. Open to Juniors and Seniors. Limited to fifteen students. Second semester. Professor George.

57. Seminar in Developmental Genetics. A discussion of mechanisms by which organisms differentiate and develop pattern and form. Topics will include homeotic, segmentation and maternal effect mutations, cell lineage analysis, teratomas, chimeras, and programmed cell death. Classical and molecular genetic approaches will focus upon three key organisms, namely the nematode, *C. elegans*, the fruit fly, *D. melanogaster*, and the mouse, *M. musculus*. Three hours per week.

Requisite: Biology 21 or 22, or consent of the instructors. Limited to fifteen students. First semester. Professors Poccia and Ratner.

77, D78. Senior Honors. All Honors students will take these three courses. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to Seniors. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research courses. Half or full course as arranged.

First and second semesters.

BLACK STUDIES

Professors Davis and Rushing*, Visiting Professors Abiodun and Crowder, Associate Professor Gooding-Williams (Chair), Assistant Professor Cobham-Sander.

Major Program. The Black Studies major is designed to give the student a framework within which to formulate a multidisciplinary program focusing on black history and culture in Africa as well as in the diaspora. To choose a Black Studies major is to make a commitment to study black people across the globe from as many perspectives as possible: history, politics, art, religion, literature, music, sociology, economics, traditional institutions and practices, and their interrelationships are among the approaches to be sought for a comprehensive knowledge of the subject. Mastery of the program demands a wide exposure to the geographical areas taught in the Department, and within the Five-College Black Studies Departments, a measure of critical ability within one or more of the disciplines and a creative integration of the perspectives offered by at least some of the disciplines under the humanities, the social sciences and history. At the end of the study, students are expected to have a new awareness of themselves, a sense of the historical processes that shaped their position in society today, and a sense of themselves in relation to others.

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*On leave 1988-89.

A Black Studies major program offers possibilities to students contemplating careers in law, education, business management, international relations, journalism, third world affairs, urban planning, public service, politics, creative writing, the academic world, and, indeed, medicine (among others). Premedical students interested, for instance, in tropical diseases, in traditional medicine, in ethnic-based diseases, may choose a coherent program to focus on research of this nature.

Requirements for the Major. All Black Studies majors will be required to take ten subjects. One of these must be Black Studies 11, Introduction to Black Studies, (Afro-Am 101, if taught at the University of Massachusetts), and this should normally be taken during the Freshman year. The other course is the Senior Honors 77. In addition, all majors will be expected to take one course each from within the humanities, the social sciences and history, and at least four from the area of concentration (e.g., a theme like Nationalism or Development or Racism in one or more of the areas studied), or from the discipline chosen for focus. The remaining course may be taken from the performing arts or from any of the disciplines.

Certain courses will be designated advanced by the Department, and these should be taken in the Junior or Senior year. They will be identified by the student's advisor and permission may be granted by the instructors of the courses to certain students who may wish to take these courses in the Sophomore year.

A major is normally declared at the beginning of the Junior year and the student should know that the Black Studies Department will always assist in planning his/her major program.

During their final semester at the College, majors will be examined by the Department for their general competence in the field of Black Studies.

Field Work. Majors are encouraged to participate in field work or its equivalent in one of the following ways: *a.* course-related work in local communities (e.g., Springfield); *b.* research and participation in communities elsewhere in the United States; *c.* study and work abroad (e.g., in Sub-Saharan Africa or the West Indies).

Honors Program. The Black Studies Honors Program consists of two or three semester courses of independent research (Black Studies 77, 78, D78) with a maximum of three research courses spread throughout the Junior and Senior years, or a Junior year abroad (Africa, Caribbean, or Brazil) may be substituted for them. Any Black Studies major who wishes to be considered for the degree with Honors must present an Honors thesis centering on a topic which he or she has worked on during research courses or while abroad.

11. **Introduction to Black Studies.** An interdisciplinary introduction to the basic concepts and literature in the disciplines covered by Black Studies. The course includes history, the social sciences and the humanities as well as a conceptual framework for investigation and analysis of Black history and culture.

First semester. To be taught as Afro-American Studies 101 at the University of Massachusetts.

22. **Introduction to African-American Music and Musicians.** This is a survey course covering spirituals, folk music, blues, gospel, jazz, and classical music of African-Americans. Topics also include brief overviews of music of Africa and other non-western cultures. Lecture, discussion, reading, and listening.

Second semester. Professor Tillis (University of Massachusetts).

25. **Visual and Verbal Art.** An examination of the various ways in which traditional and contemporary African visual and verbal arts are interdependent. This introductory course will focus on the Yoruba of southwestern Nigeria. It juxtaposes visual forms like sculpture and dance with verbal genres like divination literature, myths, and proverbs in order to show how visual and verbal modes refer to and illuminate each other.

First semester. Professor Abiodun.

26. **Myth, Ritual and Iconography in West Africa.** Through a contrastive analysis of the religious and artistic modes of expression in four West African societies: the Dogon of the Western Sudan, the Asanti of the Guinea Coast, and the Yoruba and Igbo peoples of Nigeria, the course will explore the nature and logic of symbols in an African cultural context. We shall address the problem of cultural symbols in terms of African conceptions of performance and the creative play of the imagination in ritual acts, masked festivals, music, dance, oral histories, and the visual arts as they provide the means through which a cultural heritage and identity is transmitted and preserved, while, at the same time, being the means for innovative responses to changing social circumstances.

Second semester. Professors Abiodun and Pemberton.

33. **Philosophy, Race and Racism.** A consideration of some selected philosophical discussions of race and racial identities. We will examine Hume's racism, DuBois' revision of Hegal's philosophy of history, and Fanon's existentialism. We will also analyze some recent interpretations of race and racism that draw on a variety of philosophical sources, ranging from the writings of Derrida and Foucault to the works of contemporary philosophers of science.

First semester. Professor Gooding-Williams.

34. **Introduction to African-American Poetry.** This course surveys the folk and formal poetry of the African-American experience. It is grounded

in a study of sermons, spirituals, and the blues and goes on to close reading of such poets as Gwendolyn Brooks, Michael Harper, Robert Hayden, Langston Hughes, and Sterling Brown. Emphasis will be on themes, tone and imagery.

Second semester. Omitted 1988-89. Professor Rushing.

35. Short Stories from the Black World. This course which includes presentations by African, Caribbean, and African-American story-tellers, studies the oral origins of written stories and the thematic and stylistic continuities between orature and written literature. Among the authors to be read are Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Jan Carew, Charles Chesnutt, Bessie Head, Paule Marshall, James Alan McPherson, Grace Ogot, Richard Rive, Samuel Selvon, and Richard Wright.

First semester. Omitted 1988-89. Professor Rushing.

37. Contemporary African-American Novel and Its Tradition. This course will examine selected contemporary novels of John A. Williams, Alice Walker, Ishmael Reed, Toni Cade Bambara, John Edgar Wideman and Toni Morrison in their historical, cultural, and literary context with the primary objective of understanding and appreciating the African-American novel as a hybrid narrative whose distinctive tradition and vitality are basically derived from the embedded roots of black American folklore and the grafting of Western literary forms and conventions. Our basic approach will be to interpret the formal text as a rewriting of the survival strategies of symbolic action, especially the use of religion, speech, and music, by which individual black American novelists imaginatively reconcile a consciousness of their bicultural identity with a celebration of their quest for freedom, literacy, and wholeness. Offered jointly by the Departments of English and Black Studies.

Not open to Freshmen. Limited to twenty-five students. First semester. Professor Bell (University of Massachusetts).

40. Images of Black Women in Black Literature. Using "African feminism" as its foundation, this course considers literature, by women and men, which has female protagonists. It draws on the genres of autobiography, drama, fiction and poetry to explore the relationship between race, culture, gender, and class and looks at depictions of how women of African descent vary with historical and cultural circumstances and literary trends. Topics discussed include work, motherhood, sexual politics, women's relations, and spirituality. Authors change from year to year and include: Mariama Ba, Toni Cade Bambara, Linda Brown Bragg, Ernest Gaines, Nancy Morejon, Margaret Walker, and Paulette Childress White.

Second semester. Omitted 1988-89. Professor Rushing.

43. Black Americans in the Mass Media. This course will examine presentations of African-Americans in print journalism, radio and television, and commercial and documentary films. It will pay close attention to the relationship between *who* creates these public images and how the images shape cultural opinion. Students will be asked to consider their personal responses to these images in light of critical material on the subject.

First semester. Professor Cherry (University of Massachusetts).

44. The Concept of the Ghetto. This course examines the ghetto from a number of academic perspectives. It examines (1) the original historic application of the term to concentrations of Jewish residents and commerce in medieval Europe; (2) the application of the term to areas of Black residence and commerce; (3) the political, judicial, social, economic, psychological support for this enslaving urban form and its physical manifestation in the city; (4) the ways ghettos such as New York's Harlem, Los Angeles' Watts, and Chicago's South Side were created and maintained; (5) the forms that racial violence has taken in America's urban ghettos.

Second semester. Omitted 1988-89.

47s. Introduction to Black Religion. An intensive study of the varied social and cultural forms of Black Religion in the United States. We will discuss the African sources of Black Religion; the origin and development of religious groups, the political significance of their origins; and the role of their leaders.

Second semester. Omitted 1988-89. Professor Wills.

49s. The 1960s Revisited. This course will examine the Civil Rights and Black Power movements. It will pay close attention to the socio-political climate which gave birth to these struggles including the political independence of African countries. Rather than concentrating exclusively on nationally known figures from the era, it will explore the relationship between these national leaders and "grassroots" organizations. Among the figures to be considered are Fannie Lou Hamer, Gloria Richardson, Rosa Parks, James Farmer, Julian Bond, and Malcolm X. Among the issues to be analyzed will be *de jure* and *de facto* segregation, political representation, access to public accommodations and opposition to the war in Vietnam.

Second semester. Omitted 1988-89.

52. Black Africa Since World War II: Political Freedom and Dependent Development. This course will trace the way in which the independent states of Black Africa obtained their independence from the colonial powers in the aftermath of World War II. It will first discuss why some colonial regimes were prepared to relinquish power sooner than others, and then examine the controversy as to how far the colonial powers deliberately decolonized or were forced to do so. The core considerations of the course will be first the nature of the power "transferred" to Africans and what interests the particular Africans to whom power was transferred represented; the second, how far was independence merely a matter of formal political power being relinquished by colonial regimes which still firmly retained control of the economic resources of their former colonies. Ancillary considerations will be the nature of the constraints African states have experienced in their efforts not only to achieve development but also to gain an economic independence to parallel their political independence.

The course will begin with a general discussion of these and related issues as they affect African states collectively, and then follow with consideration of particular countries chosen to represent different colonial heritages involved and the various solutions sought to their problems. Among the countries chosen will be Nigeria, Tanzania, Kenya, Senegal, Guinea, Zaire, Botswana and Angola.

Second semester. Professor Crowder.

58. Southern Africa in World Politics, 1936-1986. The course, which will be conducted as a seminar, will examine the present-day crisis in South Africa in the context of developments in Southern Africa since 1936. The starting point of the course will be Hertzog's Native Trust and Land Act of 1936 and South Africa's unsuccessful attempts to incorporate South West Africa and the neighboring British territories of Basutoland, the Bechuanaland Protectorate and Swaziland to create a greater South Africa. It will then deal with the consequences of the victory of the National Party in 1948 and in particular the resulting entrenchment of racial segregation or "apartheid" in all aspects of South African life. It will discuss the growing revulsions of world opinion against the policies of the South African government and the limitations the strategic and economic importance of South Africa placed on effective pressure being exerted on her by the western powers. The impact of apartheid on Africans will be examined in the context of their growing resistance to the South African regime. Particular emphasis will be given to the political, military and economic impact of South Africa on its neighbors.

Limited to sixteen students. Second semester. Professor Crowder.

60f. Perceptions of Childhood in African and Caribbean Literature."One is not born a woman: one becomes a woman." One also becomes a man and the same process may be observed in the formation of ethnic, class or religious identities. This course explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. The authors' various methods of ordering experience through the choice of literary form and narrative technique will be examined, as well as the child/author's perception of his or her society. Readings are taken from Camara Laye, Wole Soyinka, Ellen Kuzwayo, Derek Walcott and Simone Schwarz-Bart among others. French texts will be read in translation. Three class hours per week. Offered jointly by the Departments of English and Black Studies.

Open to Freshmen with consent of the instructor. First semester. Professor Cobham-Sander.

66. Fanon and the Third World. The course will first attempt a clear understanding of the concept of the "Third World," identifying the origin of its use and how it has come to be applied to the people of Africa, Asia, the Caribbean and Latin America, with or without their consent. The course acknowledges Fanon's great contribution to an understanding of the problems of the developing world. It will devote itself to an extensive and critical study of Fanon, emphasizing the relevance of his biography to his political-humanistic perspectives. It will examine the philosophical background of his thought, the radicalization of his ideas through experience, his ambivalence towards the west and towards the Third World nations, the political and social problems of the developing countries as he perceives them, and his moral dilemma over social liberation and the ethics of violence. Case histories of selected third world societies will be used to assess the validity of his theories concerning colonialism, Pan-Africanism, and Westernization.

Not open to Freshmen. Second semester. Omitted 1988-89.

77, D77, 78, D78. Senior Honors.

97, H97, 98, H98. Special Topics.

The following courses are listed for inclusion in a Black Studies Major.

African Voices: Modern African Literature. See English 55.

Not open to Freshmen. First semester. Omitted 1988-89. Professor Rushing.

Introduction to Caribbean Literature in English. See English 63s.

Open to Freshmen with consent of the instructor. Second semester. Omitted 1988-89. Professor Cobham-Sander.

Literature of the Civil Rights Movement. See English 67s.

Limited to twenty-five students. Second semester. Professor Townsend.

Major Caribbean Authors. See English 75s, topic 2.

Second semester. Professor Cobham-Sander.

African Cultures and Societies. See Anthropology 26.

Second semester. Professor Goheen.

The Crisis of the State in Africa. See Anthropology 42.

Requisite: A prior course pertaining to Africa and consent of the instructors. Limited to twenty students. Second semester. Omitted 1988-89. Professors Goheen and Redding.

African Systems of Belief and Knowledge in Historical Perspective. See Anthropology 46.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to twenty students. Second semester. Professors Goheen and Redding.

Survey of African Art. See Fine Arts 47.
First semester. Professor Abiodun.

African Art and the Diaspora. See Fine Arts 50.
Second semester. Professor Abiodun.

Introduction to South African History. See History 69s.
Second semester. Omitted 1988-89. Professor Redding.

Topics in African History. See History 70f.
Limited to twenty-five students. First semester. Professor Redding.

State and Society in Africa Before the European Conquest. See History 71.
First semester. Professor Redding.

Twentieth-Century Africa. See History 72f.
First semester. Omitted 1988-89. Professor Redding.

Caribbean History. See History 73.
First semester. Professor Campbell.

Topics on the Caribbean and Latin America. See History 74. The topic for spring 1989 is: A History of Belize from the Maya Civilization to the Present.
Second semester. Professor Campbell.

Seminar on Peoples and Cultures of the Caribbean. See History 75s.
Second semester. Omitted 1988-89. Professor Campbell.

Trade and Plunder in Latin America and the Caribbean. See History 76f.
First semester. Professor Campbell.

Comparative Slave Systems. See History 80.
Second semester. Professor Campbell.

Religion and Art in Africa. See Religion 25s.
Second semester. Omitted 1988-89. Professor Pemberton.

Gender and Genre in Spanish America. See Spanish 38.
Second semester. Professor Holland (Hampshire College).

BRUSS COURSES

14. Women and the Bible. In a seminar format we will explore portrayals of women in the Hebrew and Christian Scriptures. In dealing with the Hebrew Scriptures, we will address the difficult issue of historicity. Can we reliably reconstruct a picture of the lives of actual women in ancient Israel? In work with both testaments, we will examine the typical and recurring portrayals of women, studying these biblical archetypes of the feminine in the context of a cross-cultural range of comparable literature. Finally, we will explore feminist scholarship on the Bible, including a classic work by Elizabeth Cady Stanton and influential contemporary contributions by Phyllis Trible and Elisabeth Schüssler Fiorenza. How do these scholars' approaches raise new questions concerning, and shed new light upon, the composition, messages, and meanings of the Hebrew and Christian Scriptures?

Second semester. Professor Niditch.

CHEMISTRY

Professors Fink*, Kropf, Kushick, and Silver; Visiting Professor Dorain; Associate Professor Dooley (Chair); Assistant Professors Hansen*, Marshall, and O'Hara.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their Freshman year. This will help in the election of a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, medical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or Chemistry 15, Chemistry 12, Chemistry 21, and four of the following five courses: Chemistry 22 (Organic Chemistry II), 30 (Biochemistry), 35 (Inorganic Chemistry), 43 (Physical Chemistry) and 44 (Modern Physical Chemistry). In addition, Mathematics 12 and Physics 16 or 32 are required for Physical Chemistry. Students planning a Chemistry major should strive to complete Chemistry 11 and 12 and Mathematics 11, or their equivalents, by the end of Freshman year.

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*On leave 1988-89.

Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the Senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the Junior year. However, either of these courses may be taken in the Senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

Honors candidates attend the Chemistry seminar during their Junior and Senior years, participating in it actively in the Senior year. All Chemistry majors should attend the seminar in their Senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the Senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: theoretical chemistry; surface chemistry; studies of selective enzyme inhibition; protein nucleic acid interactions; immunochemistry; biochemistry of calcium proteins and chelators, lanthanide metal analogues of metalloproteins; synthesis and reactions of polyenes related to Vitamin A; chemistry of the visual process; the chemistry of olfaction; mechanisms of enzyme-catalyzed and related processes; studies of the influence of inorganic ions on biological function; chemistry and reaction mechanisms in bioinorganic systems; and photochemistry and gas phase kinetics.

Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Note on Placement: Students registering for Chemistry 11, 11s, or 15 are asked to take a placement examination to aid in assigning them to the appropriate course.

Chemistry 10 has been designed to introduce non-science students to important concepts of Chemistry. This course may be elected by any student, but it does not satisfy the major in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

10. Energy and Entropy. Primarily for non-science majors, this course is focused on the concepts of energy and entropy, ideas which play a central role in our attempts to understand the universe in which we live. The course, designed for those who wish to gain an appreciation and understanding of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study applications of these laws to a variety of chemical and physical phenomena. Some social implications will also be discussed; we will treat, for instance, the various ways in which society employs energy transformations of various sorts, the efficiencies of energy conversion processes, and the world's limited energy resources. No prior college science or mathematics courses are required. Three class hours per week. Offered jointly by the Departments of Physics and Chemistry.

Second semester. Professors Kropf and Romer.

11. Introductory Chemistry. This course examines the structure of matter from both a microscopic and a macroscopic viewpoint. The connections between atomic-molecular theory and weight and volume relationships in chemical reactions are studied. This leads to a detailed discussion of the physical structure of atoms and of how the interactions between atoms lead to the formation of molecules. The relationships between molecular behavior and the bulk properties of gases, liquids, and solids are described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

First semester. Professors Kropf and O'Hara and staff.

11s. Introductory Chemistry. Same description as Chemistry 11.

Second semester. Professors to be named.

12. Chemical Principles. The concepts of kinetic stability and thermodynamic equilibrium are examined. The thermodynamics portion of the course develops a quantitative understanding of what determines the extent to which chemical reactions can occur. The kinetics section explores how a study of the rates by which chemical reactions proceed leads to insights into the mechanisms of those reactions. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. Second semester. Professors to be named.

12f. Chemical Principles. Same description as Chemistry 12.

First semester. Professor Kushick.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Dooley.

21. Organic Chemistry I. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, molecular orbital theory, spectroscopy, stereochemistry, acid-base properties and nucleophilic substitution reactions. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professor Silver and staff.

22. Organic Chemistry II. A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics, among which are the following: sugars, amino acids and proteins, advanced synthesis, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Students who have received a grade of D in Chemistry 21 should consult with the instructor about the advisability of continuing with Chemistry 22. Second semester. Professor Silver.

30. Biochemistry. A study of the structure and function of biologically important molecules and their role(s) in life processes. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for Chemistry majors. Second semester. Professors to be named.

35. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements are examined on the basis of fundamental atomic theory. Group Theory and its applications to chemical problems are discussed. Structure and bonding in coordination complexes are examined through the Crystal and Ligand Field Theories. Emphasis will be placed on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Kinetics and mechanisms of inorganic reactions will also be examined. Three hours of lecture/discussion and four hours of laboratory per week.

Requisite: Chemistry 12. First semester. Professor Dorain.

43s. Physical Chemistry. The thermodynamic principles introduced in Chemistry 12 will be extended in order to study chemical equilibrium and the equilibria which exist between phases of matter. Specific applications include the properties of solutions (including solutions containing macromolecules), electrolytes, and equilibria involving biological membranes. The course also introduces the student to statistical mechanics, which treats the concepts of thermodynamics from a molecular point of view. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16 or 32, Mathematics 12. Second semester. Professor to be named.

44f. Modern Physical Chemistry. The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics, the structure of atoms and molecules, and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and five hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 17 or 33, Mathematics 21 recommended. First semester. Professor Marshall.

77, D77, 78, D78. Senior Honors.

Open to Senior Honors candidates, and others with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. A full or half course.

First and second semesters. Consent of the Department is required. The Department.

CLASSICS (GREEK AND LATIN)

Professors Griffiths†, Marshall and Pouncey; Associate Professor Hague (Chair); Assistant Professor Montague.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 1 and 1s may not be counted toward the major. Latin 15-16 will normally be introductory to higher courses in Latin, and Greek 11-16 will serve the same function in Greek.

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†On leave first semester 1988-89.

Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41, 42, 77, and 78 in either Greek or Latin, and the normal expectation will be that the 41/42 sequence be completed before the start of the 77/78 sequence. The student must submit a long essay (6,000-7,000 words) on some topic connected with his or her Honors work. This topic must be approved by the Department before admission to the Senior Honors course. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the second semester of Honors work is contingent on the submission of a first chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first two weeks of the semester with the Department and any outside reader chosen. The award of Honors will be determined by the quality of the candidate's work in the Senior Honors courses, essay, and performance in the comprehensive examinations.

Comprehensive Examination. Majors in Greek, Latin, and Classics will, before the second semester of the Senior year, submit an essay of some 2,500 to 3,000 words that relates work done in a Greek or Latin 41/42 course to other areas encountered in the classics. In addition, Honors candidates must in the first semester of their Senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department.

The Department will cooperate with other departments in giving combined majors with Honors.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 11, or 1s, 11, 12. In Latin, the usual sequence will be 1, 2, 15, 16.

Classics

21. Greek Mythology and Religion. A survey of the myths of the gods and heroes of ancient Greece. The course will examine the universal meanings that have been found in these myths and the place of the myths in the religion of their time. Three class hours per week.

First semester. Professor Hague.

23. Greek Civilization. Readings in English of Homer, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, Plato, and others to trace the emergence of Western culture from the Bronze Age to Alexander. How did the advent of writing transform the oral culture? How did mythological modes of thought develop into science, history, philosophy, drama? What then precipitated the initial rebellion against rationality? Three class hours per week.

Limited to seventy-five students. First semester. Omitted 1988-89. Professor Griffiths.

24. Roman Civilization. A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three class hours per week.

Second semester. Professor Marshall.

32. Greek History. An introduction to the political and artistic evolution of Greece from the Bronze Age to the death of Alexander as we know it from literary and archaeological evidence. We shall focus on the emergence of Greek culture from the Near East and the continuing struggle to maintain that independence; the process of urbanization and its impact on the arts; the aesthetic achievement and political failure of Athenian democracy in its conflict with Spartan oligarchy, as well as Sparta's subsequent inability to adapt to the needs of the times. Three class hours per week.

Second semester. Professor Hague.

33. History of Rome. An introduction to Roman history, from the foundation legends and the flourishing of the Etruscans in Italy to the reign of Marcus Aurelius. So that we may achieve a comprehensive view of Roman society, our study will draw both upon the major literary accounts of each period and upon non-literary materials such as inscriptions, coins, sculpture and architecture. We shall examine the political, social and cultural implications of Rome's rise to power and the expansion of its empire. Special attention will be paid to the transformations that occurred between the last years of the Republic and the beginning of the Principate as inaugurated by Augustus. How was power redefined and transmitted in the new political order? How were the innovations of Augustus interpreted and modified by his successors? We shall consider the social and economic developments brought about both in Rome and in the empire at large by the spread of Roman institutions and the granting of Roman citizenship to diverse groups. Our primary sources will include such ancient authors as Livy, Cicero, Tacitus, Suetonius and Plutarch. Three class hours per week.

First semester. Omitted 1988-89. Professor Montague.

34. Archaeology of Greece. Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the history of some major sanctuaries, habitation sites, and burial places, this course will explore the ways in which archaeological evidence can be used to illuminate economic, social, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Special attention will be given to the causes and effects of the growth of large sanctuaries with their concentrations of wealth, and to the relation between religious art and politics. Three class hours per week.

Second semester. Omitted 1988-89. Professor Hague.

37. Literatures of Greece and Rome. A comparative survey of works representing a number of genres: epic, lyric and tragedy, along with comedy and satire. We will examine the relationship between the two ancient literatures. How do the Romans come to terms with the originality of their Greek predecessors? To what extent must we regard Roman literature as derivative? In what ways, on the other hand, do the Romans transform the inherited literary tradition? Authors to be read include Homer, Sophocles, Euripides, Aristophanes, Virgil, Catullus, Horace, Ovid, and a selection of Greek lyric poets. Three class hours per week.

Limited to twenty-five students. First semester. Professor Montague.

77, 78. Senior Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Greek

1. Introduction to the Greek Language. This course prepares students in one term of four class meetings per week to read Plato and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. This course is normally followed by Greek 12.

First semester. Professor Marshall.

1s. Introduction to the Greek Language. This course prepares students in one term to read Homer and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 11.

Second semester. Professor Griffiths.

11. An Introduction to Homeric Epic. The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three class hours per week.

Requisite: Greek 1s or 12 or consent of the instructor. First semester. Professor Montague.

12. Plato's *Apology*. An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three class hours per week.

Requisite: Greek 1 or 1s or equivalent. Second semester. Professor Hague.

15. Greek Tragedy. Euripides' *Alcestis* will be read with emphasis on poetic diction, dramatic technique, and ritual context. Larger issues will also be raised, such as the nature and meaning of the tragic experience and the characteristics which make Greek tragedy unique as a literary form. Three class hours per week.

Requisite: Greek 12 or its equivalent. First semester. Professor Hague.

16. Comedy and Tragedy. At least one comedy and one tragedy will be read with emphasis on poetic diction, dramatic technique, and ritual context. This course will study comedy and tragedy as originally distinct, but complementary literary forms, as well as the reasons for their convergence at the end of the Peloponnesian War. Attention will be paid to the religious significance of Dionysus and to the historical circumstances which these plays reflect. Three class hours per week.

Requisite: Greek 11 or its equivalent. Second semester. Professor Griffiths.

41. Advanced Readings in Greek Literature I. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 1988-89 Greek 41 will read the odes of Pindar.

Requisite: Greek 15 or 16 or consent of the instructor. First semester. Professor Hague.

42. Advanced Readings in Greek Literature II. In 1988-89 Greek 42 will read Thucydides.

Requisite: Greek 15 or 16 or 41 or equivalent. Second semester. Professor Griffiths.

77, 78. Senior Honors.
First and second semesters. Members of the Department.

97, 98. Special Topics.
First and second semesters. Members of the Department.

Latin

1. An Introduction to the Language and Literature of Ancient Rome. A course designed to increase the student's understanding of his own language and literary tradition. No previous knowledge of the language is required; forms and syntax will be studied with a view to reading several great Roman authors in the original. Four class hours per week.
First semester. Professor Montague.

2. Intermediate Latin. This course aims at establishing reading proficiency in Latin. We shall read selections from Virgil's *Aeneid.*
Second semester. Professor Marshall.

15. Catullus and the Lyric Spirit. The course will examine Catullus' poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three class hours per week.
First semester. Professor Marshall.

16. The Augustan Age. An introduction to the literature and culture of Augustan Rome through close reading of Horace's *Odes* and of selections from other works illustrating the period. Three class hours per week.
Second semester. Professor Montague.

41. Advanced Readings in Latin Literature I. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit. In 1988-89 Latin 41 will read Lucretius. Three class hours per week. Seminar course.
Requisite: Latin 15 or 16 or the consent of the instructor. First semester. Professor Marshall.

42. Advanced Readings in Latin Literature II. See course description for Latin 41. In 1988-89 Latin 42 will read literature illustrating the age of Nero, including such authors as Petronius and Seneca. Three hours of classroom work per week. Seminar course.

Requisite: Latin 15 or 16 or 41 or the consent of the instructor. Second semester. Professor Montague.

77, 78. **Senior Honors.** Latin 78 is a double course.
First and second semesters. Members of the Department.

97, 98. **Special Topics.**
First and second semesters. Members of the Department.

COLLOQUIA

22. **Marxism and Romanticism: History and Literary Theory.** This seminar will explore on a comparative basis the political and literary heritage of Romanticism, specifically the ways in which this legacy has produced a disjunction between the historical and the aesthetic that continues today to inform not only our distinctions between academic disciplines but also our conception of what counts in the West as "political." Focusing primarily on works by Marx, Thoreau, and Melville—on their formal properties as well as their cultural contexts, on their historical reception as well as their biographical *personae*—we will be rereading cardinal texts of American and European Romanticism, seeking to discover what the studies of literature and history might offer one another today.

Limited to twenty-five students. Admission by consent of the instructors; preference will be given to those whose previous work includes courses in both literature and history. Not open to Freshmen. Second semester. Omitted 1988-89.

28. **Re-Imagining the Human in a Technological Age.** Every age is a technological age, yet to each is given the task of "re-imagining" itself in a new time and place. Ours is no different. This course intends to undertake this process.

First we will seek to confront the nature and function of technology within human experience in terms of its fundamental, spiritual potential. Recognizing alienation, homelessness, "the fall" as essential for self-conscious, responsible contemplation and action, we will examine dissatisfaction as an important impetus for change and technology as a means of resolution. Selected historical exemplars, including the Gothic cathedral and university, Rembrandt van Rijn and scientific inquiry, Caspar David Friedrich and Goethe the post-scientist, will reveal ways in which technology has served its full potential within particular artistic and scientific constraints. Certain Asian alternatives will silhouette both the variety and universality of our theme.

Second, we will address modern technology (computers, high speed transportation systems, telecommunication, medical research, energy, etc.) as texts in which we can read present-day images of ourselves and discover forces that shape the unconscious transformation of these images, until "dissatisfactions" create the need for conscious "re-imagining."

We will conclude with an attempt actually to re-imagine the human in our technological age. By focusing on technology as both a cause of the unique human experience of self-conscious existence and a solution to its problems, we will assess the figurative role of art and science to assure the creative rather than the destructive potential of technology. During this section, group projects (presentations, exercises, exhibitions and essays) will serve to articulate and demonstrate the process of re-imagining the present in order to envision the future.

Open to Juniors and Seniors. Limited to thirty students. Second semester. Professors Upton and Zajonc.

33. Law and the Social Order I: Fate of Law. This course begins by asking how law finds its place in social life and what, if anything, distinguishes law from moral inquiry, naked force or state power. We will consider the way in which law is made possible by acts of imagination, by rhetorical strategies and by self-conscious self-deception. Attention will be paid to the questions of what gives social action the status of law, and whether it makes sense to talk about "good" law and "bad" law. We will also examine legal texts as texts. To what extent can or should literary theory be applied to law? Is legal decision-making just another interpretive activity? This course will place such questions in the context of debates in contemporary moral and political theory which call into question the very possibility of morality and the integrity of the idea of political community. What happens to law in the face of such skepticism? Is law exposed as just another ideology which justifies the everyday cruelties of state and society? What is the relationship between law and violence? Does law make particular kinds of violence more acceptable? How does law treat acts of violence done against the law and those done in the name of the law? What is revealed about law in its treatment of sexual assault, corporal punishment, the rights of prisoners and the death penalty?

Not open to Freshmen. Admission with consent of the instructors. First semester. Professors Kearns and Sarat.

34. Law and the Social Order II: Rights and Wrongs. An examination of images of rightful and wrongful conduct and the role of law in constructing those images. We begin by investigating the relationship between the harm principle and the ideas and practices of law. How does the prevention of harm structure the way in which we think about negligence and crime? How is that goal used to justify state intervention in and legal regulation of the family? What alternatives to the harm principle might be developed? How are moral principles refined and reinforced when they are institutionalized as legal norms? Is the relationship between law and morality mere human aspiration for a just legal order? We will examine a variety of cases including the way law deals with simple accidents and the invisible injuries inflicted by toxic substances, the way law regulates relations among strangers and intimates, the way it deals with child abuse and neglect and justifies the assignment of criminal responsibility. We will make the ideas of right and wrong problematic by looking at the way those ideas have changed over time and the way those changes have been incorporated or resisted by law. We will consider the way in which legal concepts are selectively appropriated by the moral order.

Limited to twenty-five students. Admission with consent of the instructor. Second semester. Omitted 1988-89. Professor Sarat and another professor to be named.

35. Women, Society, and Culture: The Americas. Cultural representations, including literature, linguistics, visual arts, film, and theoretical essays, about and by women of the Americas. The course is designed to offer an introduction to such issues in Women's Studies as the intersections of gender, race, and class; the representation of sexuality; gender and literary genre. Authors studied will include Sor Juana de la Cruz, Domitila Barrios, Charlotte Perkins Gilman, Linda Brent, Margaret Atwood, Jorge Luis Borges, William Gilmore Simms, and Paula Gunn Allen. Latin American readings will be available in translation; Spanish majors will be encouraged to read the originals. Three class hours per week.

First semester. Omitted 1988-89. Professors Sedgwick and Sommer.

ECONOMICS

Professors Aitken, Beals, Kohler, Nicholson†, Westhoff (Chair), and Woglom; Associate Professor B. Yarbrough; Visiting Associate Professor R. Yarbrough; Assistant Professors Daniel Barbezat, Debra Barbezat*, Hughes, and Palley.

Major Program. All students majoring in Economics must successfully complete eight full-semester courses in Economics. The eight courses must include Economics 11, 13, 14, 15, and 76, plus any three electives. Mathematics 11 or equivalent is required in addition. Non-Amherst College economics courses (including economics courses taken abroad) may be used as electives as long as the student receives Amherst College credit for the course. Substitution of a non-Amherst course for one of the five specifically required economics courses is not ordinarily permitted. Exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work, and such a request is granted only in exceptional circumstances. (Spending Junior year abroad is not an exceptional circumstance.) Students who transfer to Amherst, and who wish to receive credit toward the major requirements for work done before coming to Amherst, must obtain written approval from the Chair. Each candidate for a degree in Economics is required to pass a written comprehensive examination given early in the Senior year. Students who are candidates for Honors must take Economics 77 and 78.

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*On leave 1988-89.

†On leave first semester 1988-89.

To be admitted to the major, a student must demonstrate achievement in economics courses—a grade of C+ or higher in Economics 11 and a C+ or higher in Economics 13, 14, or 15, whichever is taken first. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one among Economics 13, 14, and 15.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Economics 11 (or 11s) is a requisite for all other courses in Economics. Students may be excused from this requirement if they demonstrate an adequate understanding of basic economic principles. A competency examination is given early in the fall. Unless a student has done very well in Economics 11, it is strongly recommended that Economics 13, 14 and 15 each be taken in a separate semester.

Unless otherwise specified, all courses are open to Freshmen. Economics classes normally meet three class hours per week, either in three fifty-minute sessions or two eighty-minute sessions. Exceptions are noted in course descriptions.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only with the consent of the Course Chair. No student planning to major in Economics will be allowed to exercise this option. Other courses required for a major in the Department may not be taken on a Pass/Fail basis except by students in unusual circumstances (e.g., by Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be offered on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option to satisfy department course requirements.

6. Uncertainty and Public Policy. A study of the role that risk and uncertainty play in public policy issues. The course begins by introducing students to the fundamental concepts of probability and statistics. Computer simulations and case studies will be used to illustrate the basic notions. The public policy issues that form the basis of the case studies will vary from year to year as new and important issues arise. No previous college mathematics experience is required or expected; the course is designed for students who lack an extensive background in mathematics. This course will not count towards an economics major.

Admission with consent of the instructor. Second semester. Professor Westhoff.

11. An Introduction to Economics. A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Each section limited to twenty-two Amherst College students. First semester. Professors Daniel Barbezat, Hughes, Kohler, Palley, B. Yarbrough (Chair); and R. Yarbrough.

11s. An Introduction to Economics. Same description as Economics 11.

Each section limited to twenty-two Amherst College students. Second semester. Professors Daniel Barbezat, Kohler, Nicholson (Chair), Palley, Woglom, and R. Yarbrough.

13. Macroeconomics. This course develops the tools of modern macroeconomic theory to analyze the effects of monetary and fiscal policy on economic activity, inflation, and employment. The post-1961 experience in macroeconomic policy-making is then interpreted using the theoretical tools. The purpose of this exercise in interpretation is twofold: First, it should give the student an appreciation of what economists think they have learned about how monetary and fiscal policies can be used to meet macroeconomic objectives. Second, by pointing up remaining unresolved issues it should help explain why many widely respected economists have radically different views on the proper conduct of monetary and fiscal policy.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Woglom.

13s. Macroeconomics. Same description as Economics 13.

Second semester. Professor Palley.

14. Microeconomics. This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production functions and cost; pricing of output under perfect competition, monopoly, oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods.

Requisites: Economics 11 and Mathematics 11 or equivalent. Second semester. Professor Kohler.

14f. Microeconomics. Same description as Economics 14.

First semester. Professor Westhoff.

15. Economic Statistics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems.

Requisites: Economics 11 and Mathematics 11 or equivalent. This course and Mathematics 9 or Mathematics 17 may not both be taken for credit. First semester. Professor Kohler.

15s. Economic Statistics. Same description as Economics 15.
Second semester. Professor Nicholson.

18f. Financial Accounting. The course introduces students to the concepts of financial accounting including the interpretation and analysis of financial statements. After these concepts have been introduced, the course will analyze how financial statements can be used to understand the operation and functions of organizations, both public and private. Attention will be given to how financial reporting facilitates internal control as well as external accountability of large organizations. Finally, the effect of accounting rules on economic decisions and thereby on the overall allocation of resources is examined. Specific examples in this area that will be covered include: the effects of depreciation rules on investment, the importance of foreign currency fluctuations, the treatment of inflation in financial statements.

Requisite: Economics 11. Limited to thirty-five students. Preference given to Senior Economics majors. First semester. Professor O'Connell (University of Massachusetts.

20. Economics and Property Rights. An introduction to the definition of property and its role in economic and legal analysis. The individual topics covered in any semester will vary, but may range over such areas as the use of common property resources (fisheries, outer space), the historical development of private property and its regulation (feudalism, zoning), liability law (products liability, negligence, pollution), contracts, torts, and the relationships between property, equity, individual freedom and the public interest.

Requisite: Economics 11. Second semester. Professor Hughes.

21. Trade Unions and Labor Market Policy. This course begins with an examination of the growth and nature of American trade unionism. We will develop models of union behavior and the bargaining process, placing particular emphasis on how bargaining affects relative wages. Applications will be drawn from recent U.S. experience concerning union "giveback," the effects of deregulation, codetermination and public sector unionism. The question of unionism's effect on inflation and unemployment serves as a starting point for analyzing the aggregate labor market. Labor market policies and alternative theories of unemployment will be addressed during the second half of the course.

Requisite: Economics 11. First semester. Omitted 1988-89. Professor Debra Barbezat.

22. Human Resources. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 11. Second semester. Omitted 1988-89. Professor Debra Barbezat.

24. **The American Economy.** An examination of the structure and operation of the economic system of the United States. Particular emphasis will be placed upon how different types of markets and industrial structures can lead to various competitive (and anti-competitive) behaviors, and how these factors can affect the performance of the economy. We will also look at certain aspects of public policy and of current economic issues.

Requisite: Economics 11. Second semester. Professor Hughes.

25s. **The Regulated American Economy.** An analysis of public policy choices in dealing with economic problems of size, power and pricing. The attempts of government to control various enterprises through enforcement of antitrust laws and through direct regulation or ownership will be examined and considered in the light of actual and potential situations.

Requisite: Economics 14 or 24. Second semester. Omitted 1988-89. Professor Hughes.

28. **American Economic History.** A study of the economic development of the United States from colonial times to the present.

Requisite: Economics 11. Second semester. Professor Daniel Barbezat.

29. **The History of Economic Ideas.** An inquiry into the development of economic theory, covering both representatives of the orthodox classical tradition and selected economic "heretics" and innovators.

Requisite: Economics 11. First semester. Professor R. Yarbrough.

30f. **Advanced Economic Theory.** An examination of several topics in economic theory which build upon the concepts developed in intermediate microeconomics. In addition, several quantitative techniques will be introduced which are widely used to analyze economic problems. Topics to be covered include linear programming, the simplex method, the duality theorem, nonlinear programming, general equilibrium theory, and growth theory.

Requisite: Economics 14 or consent of the instructor. First semester. Omitted 1988-89. Professor Westhoff.

31. **Public Finance.** An introduction to the economic analysis of the revenue and expenditure activities of governments. Emphasis is placed on the effects of government policies on the allocation of resources and the distribution of income.

Requisite: Economics 11. First semester. Omitted 1988-89. Professor Westhoff.

32. International Trade. This course uses microeconomic analysis to examine economic relationships among countries. Issues addressed include why nations trade, the distributional effects of trade, economic growth, factor mobility, and protectionism. Also included are discussions of the special trade-related problems of developing countries and of the history of the international trading system. Not open to students who have taken Economics 35.

Requisite: Economics 11. Second semester. Professor B. Yarbrough.

33. Open-Economy Macroeconomics. This course uses macroeconomic analysis to examine economic relationships among countries. Issues addressed include foreign exchange markets, the balance of payments, and the implications of openness for the efficacy of various macroeconomic policies. Also included are discussions of the special macroeconomic problems of developing countries and of the history of the international monetary system. Not open to students who have taken Economics 35.

Requisite: Economics 11. First semester. Professor B. Yarbrough.

34f. Money and Banking. An examination of the roles of financial assets, banks, and government regulation in providing an efficient and stable economy.

Requisite: Economics 11. First semester. Professor Palley.

36. Economic Development. A survey covering the principal theories of economic development and important problems and issues of public policy. Topics to be covered include agricultural transformation and rural development, industrialization and employment, trade and commercial policy, foreign investment and foreign aid.

Requisite: Economics 11. Second semester. Omitted 1988-89. Professor Beals.

37. Topics in International Trade. An examination of current theoretical developments and policy issues in international trade. Topics include game-theoretic models of trade, the history and prospects of the General Agreement on Tariffs and Trade, the agenda for the Uruguay Round of trade negotiations, and the theory and practice of "strategic" trade policy.

Requisite: Economics 32 or 35. First semester. Limited to fifteen students. Omitted 1988-89. Professor B. Yarbrough.

38. Socialist Economic Systems. A study and analysis of the arguments of major critics who predict, and frequently advocate, the demise of the capitalist economic system and some of whom present a vision of what they call a more perfect (noncapitalist) society; followed by a look at detailed blueprints of the centrally-planned as well as the market-directed socialist economy and at actual socialist economies. Includes a program of discussing works of Karl Marx and others and of studying the economic institutions of the Soviet Union and other countries in Eastern Europe, of

Yugoslavia, China, and Cuba, of communes throughout the world, and of selected West European countries (Sweden, Great Britain, France).

Requisite: Economics 11. Second semester. Omitted 1988-89. Professor Kohler.

40f. Health Economics. This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care, the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.

Requisite: Economics 11. First semester. Professor Hughes.

41. Seminar in the Economics of Organization. Economics is the study of the allocation of scarce resources among competing ends. This course focuses on the role of alternative forms of organization in the allocation process. We examine the evolution of institutions to facilitate mutually beneficial exchange; such institutions include customs, families, markets, common law, property rights, the state, and international organizations. The central question concerns how and under what circumstances potential economic conflict can be turned into cooperation. Although the perspective is primarily that of economics, readings are taken from anthropology, biology, sociology, international relations, and political science as well.

Requisite: Economics 14. Limited to fifteen students. First semester. Omitted 1988-89. Professor B. Yarbrough.

44. Corporate Finance. This course explores the efficient allocation of capital (the investment decision) and the capital-raising ability (the financing decision) of the corporation. Among the topics to be covered are: the market for corporate control, agency theory, the capital budgeting decision, cost of capital estimation, the capital structure decision, and capital market efficiency as it relates to the firm. The course will blend theory with application.

Requisite: Economics 14. Limited to thirty-five students. Second semester. Professor Woglom.

46f. Empirical Economics. A continuation of Economics 15 (Statistics). Stress is placed on the importance of both econometric techniques and economic theory for the study of real-world economic relationships. Several different subjects which illustrate empirical economic research are examined. The particular issues examined will vary from year to year but will usually include examples drawn from: labor market economics, technical progress and production, consumer economics, supply and demand for particular goods or services, the evaluation of social programs, and macroeconomic stabilization policy.

Requisites: Economics 15 or equivalent and some knowledge of economic theory. First semester. Omitted 1988-89. Professor Beals.

76. Seminar for Economics Majors. In this course students use the economic tools studied in Economics 13, 14, and 15 to analyze unresolved questions in economics. Students are encouraged to make their own judgments on these questions. Student evaluations will be based on how well the student can explain and justify his or her view in a number of written and oral assignments. The tools of thinking and writing that are developed in this course are of fundamental importance in writing a Senior Honors thesis. Required of and restricted to majors in Economics, normally taken in the Junior year.

Requisites: Economics 13, 14, and 15. Required of and restricted to majors in Economics, normally taken in the Junior year. Professors Westhoff and B. Yarbrough.

77. Senior Honors. Independent work under the guidance of an advisor assigned by the Department. Open to Senior Economics majors with a grade point average in Economics courses of 10.00 or higher and the consent of the Department. Students intending to take this course and its continuation, Economics 78, must submit a proposal to the Department before the end of the preceding spring semester.

Requisite: Economics 76. First semester.

78. Senior Honors. Open to Senior Economics majors with the consent of the Department.

Requisite: Economics 77. Second semester.

97, H97, 98, H98. Special Topics. Independent Reading Course. A full course or half course.

Admission with consent of the instructor. First and second semesters.

EDUCATION

Professors Grose, Hawkins, Olver†, Raskin, and Rothenberg*.

The following courses offered by the several departments are listed for the convenience of students who are interested in education and teaching. Students seeking to be certified for public school teaching positions should consult the separate materials in the Career Counseling and Registrar's Offices concerning courses available at the Five Colleges and state certification requirements.

Developmental Psychology. See Psychology 27s.

Requisite: Psychology 11 or 12. Second semester. Professor Olver.

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*On leave 1988-89.

†On leave first semester 1988-89.

Seminar in American Social and Intellectual History: The Organization of Knowledge. See History 66.
Second semester. Professor Hawkins.

Sociology of Education. See Sociology 31s.
Second semester. Omitted 1988-89. Professor Rothenberg.

ENGLISH

Professors Cameron†, Chickering‡, Cody, DeMott, Guttmann, Heath, O'Connell‡, Peterson (Chair), Pritchard, Rushing*, Sofield, and Townsend; Professor Emeritus Craig; Visiting Writer Kenney; Visiting Professor Sommer; Associate Professors Parker, Sedgwick*, and Waller†; Assistant Professors Anderson, Cobham-Sander, Frank, and K. Sánchez-Eppler; Visiting Assistant Professor Barale; Lecturer von Schmidt.

Major Program. The English Department acknowledges that a diversity of interests and motives leads students to declare a major in English. Rather than require a particular sequence of courses for all students, the Department prefers to see its responsibility as a contract with the student to provide guidance, criticism and support as the student undertakes responsibility for planning his or her own course of literary study. Such subjects as literary history, English literature seen in the context of other literatures or other arts, literary criticism and theory, literature in various interdisciplinary contexts, the teaching of literature, writing and the creative arts, suggest ways of concentrating the study of literature in the Department. Students should plan their programs with a view toward realizing a coherent relation between their own interests and the general field of literary studies, drawing upon courses within, or approved by, the Department.

All students who elect a major in English must complete eight courses offered or approved by the Department, including English 11 and one of the specially designated upper-level seminars in literary or film studies. The latter courses are open only to Juniors and Seniors; they are limited to fifteen students and they emphasize independent inquiry, critical and theoretical issues, and extensive writing. Successful completion of a designated seminar course satisfies the Comprehensive requirement in English. Normally, no more than two courses not offered by the Department may be approved as constituent parts of the major program.

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*On leave 1988-89.
†On leave first semester 1988-89.
‡On leave second semester 1988-89.

Senior Tutorial. Students who wish to propose an independent project—usually a written essay or gathering of essays on a literary subject, but other kinds of projects may be approved—may ask for admission to English 77 and 78, the Senior Tutorial. These Senior Tutorial courses are elected in addition to the eight courses required for the major program. After discussing their plans with their advisor and any other teacher from whom they wish help, students should submit a proposal by the end of the first week of their first Senior semester to the Department for approval and for assignment to a tutor for supervision.

Honors Program. English 77 is open to Senior English majors who have a B- average or better and who intend to write a Senior honors essay in literary criticism. When they enroll at spring pre-registration they do not need to know exactly what they wish to study, but by the end of the first week of classes in the first semester of their Senior year they must submit to the Department a written statement of their intended topic.

If they wish to enter English 77 to do a creative writing project, at the very beginning of the first semester of their Senior year they must submit a sample of their best work to date. A committee of the Department will review all submissions and decide which students may be admitted to English 77 to do creative writing. Those not admitted may still enroll in English 77 to do an essay in literary criticism, or they may enroll in English 97 if they can find an instructor willing to work with them on their creative writing.

December Proposals. Before students in English 77 can go on to English 78, the Department requires that, by the last day of the examination period of the first Senior semester, they submit a five-page proposal describing in detail their intended Senior essays. The Department will review all of these proposals and will inform students before the beginning of the following semester whether or not they may proceed to attempt a Senior essay in English 78. A student with an inadequate proposal may not take English 78.

The Senior Essay. The Department wishes to remind students that it is an essay, in the several senses of that word, and not a "thesis." It should read like an essay, and it should be of essay length. Senior essays should be between fifty and seventy pages in length, and preferably closer to fifty pages. Students who submit essays longer than seventy pages should realize that the Department regards overly lengthy essays as evidence of a lack of writerly craft.

This restriction in length does not apply to creative writing projects. Departmental Recommendations for Honors. A committee of three faculty, one of them the student's tutor, read the Senior essay and convey their judgments to the whole Department. The Senior essays and the student's record are both taken into account in recommendations for honors. The course grade for English 78 is given by the tutor and is separate from the departmental recommendation for honors.

Graduate Study. The English Department does not view its educational mission as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

11. Introduction to English: Reading. Centering on familiar modes of literature but including as well other kinds of writing and expression, the course aims to exercise the student's imagination as a reader and to consider what we learn from what we read. This course is conceived as of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. It is taught in separate sections which follow a common syllabus; writing assignments are frequent. Three class hours per week.

First semester. The Department.

12. Literature and Politics. A course in the study of literature in its social contexts. The topic varies from year to year.

Second semester. Omitted 1988-89.

13s. Gender and Representation. A working introduction to the central concepts of feminist inquiry in the humanities. Representation is a central human activity in every culture: it is through acts of representation that cultural meaning, valuation, and structure—including those around gender—are taught and learned, celebrated, reproduced, challenged, enforced, and changed. The course will consider images of women and of men; reader and viewer expectations; gender implications of genre and of canon formation; production and distribution of representations; stylistics of gender; images of vocation and creation in relation to gender. The course will treat cultural representations across time, especially across periodizations relevant to women's characteristic experience; from significantly different cultures; in different media; and from both high and mass culture.

Limited enrollment. Second semester. Professor Barale.

14. Reading Poetry. A first course in the critical reading of English and American poems and poets. Attention will be given to prosody, to some of the historical contexts in which poems are written and read, and to the implications of various manners of reading. Two class meetings per week.

Limited to fifty students. Preference to Freshmen and Sophomores. Second semester. Professor Sofield.

15s. Introduction to Poetry Writing. A first course in poetic composition. Emphasis will be on experimentation as well as on developing skill and craft. Some readings from twentieth-century poets. Workshop (discussion) format. Two class hours per week plus individual and group conferences. Students must submit samples of writing to English office.

Limited to fifteen students. Second semester. Professor Sommer.

16. Reading Fiction. A first course in the reading and criticism of fiction, with emphasis on the comic. Novels and stories by such writers as Jane Austen, Dickens, Trollope, Henry James; lesser-known books and writers from this century in England and America. Attention centered on matters of technique and the different kinds of value accruing to these matters. Attention also to the critical conversation that has grown up around certain writers, as well as, more generally, the art of fiction. Three class hours per week.

English 11 recommended. Second semester. Professor Pritchard.

17. Playwriting. A workshop in writing for the stage. Initial exercises explore the ways in which one can tell a story in dramatic terms. Particular attention is paid to nonverbal elements; a play is a visual thing existing in time and space, and good playwriting requires an appreciation of the power of imagery and gesture. Weekly assignments address problems of character-drawing, development of ideas, and diction. The final project is a completed one-act-play. (An intention of the course is that superior work will receive a modest campus production.) Offered jointly by the Departments of Theater and Dance and English.

Limited enrollment. First semester. Professor Anderson.

18. Introduction to Fiction Writing. A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format. Students must submit samples of writing to the English office. Two class hours per week plus conferences.

Limited enrollment. Second semester. Professor Frank.

19s. Film and Writing. A course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading. Frequent short papers. Two two-hour class meetings and one screening per week.

Second semester. The Department.

21. Advanced Composition I. Creative writing: Reading and writing short fiction. Students must submit samples of writing to the English office.

Not open to Freshmen. Limited enrollment. First semester. Visiting Writer Kenney.

22. Advanced Composition II. Same description as English 21.

Second semester. Visiting Writer Kenney.

23s. Composition. Organizing and expressing one's intellectual and social experience. The purpose of this course is to prepare students in their Junior or Senior year to write an autobiographical essay assessing their own intellectual and social experiences. For each class meeting the student writes a sketch or short essay of self-definition in relation to other people, using language in a particular way—for example, as the spectator of some situation, or as a participant in it. Two meetings per week.

Open to Juniors and Seniors. Limited to fifteen students. Second semester. Professor Craig and Lecturer von Schmidt.

24. Playwriting Studio. An advanced course in writing for the stage, in which scripts generated in the Playwriting course are subjected to the theatrical process. Working with actors, a director and designers, the playwright quickly learns that theater is a collaborative art, and that each member of the production team has a creative hand in bringing a manuscript to theatrical life. The process is one of testing, thinking, rethinking and revision. The product is a fully rehearsed workshop production of new student works. Each writer will also participate in the production of several other new plays, with responsibilities ranging from properties manager to leading actor. In effect, the students in this class become a small theater company, one that is dedicated to the process of producing new work. Three class hours per week. Offered jointly by the Departments of Theater and Dance and English.

Requisite: English 17/Theater 17 and consent of the instructor. Second semester. Omitted 1988-89. Professor Anderson.

25s. American Men's Lives. A study of what it is and what it has been to be a man in America, of the ways men have imagined, defined, presented themselves as men (and the ways "others" are therefore envisioned) in texts by James, Anderson, Hemingway, Momaday, Ellison, Okada, and Updike. In 1988-89 we will compare the figures that emerge from the American texts to those to be found in works by the following Japanese writers: Soeski, Tanizake, Kawabata, Mishima, and Oe.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

26. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts.

Open to Juniors and Seniors and to Sophomores with consent of the instructor. Second semester. Omitted 1988-89. Professor Peterson.

27. Old English. Alternates with English 305 at Mount Holyoke College. This course has three goals. (i) The rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poetry will be read in the original, including *The Wanderer, The Seafarer, The Dream of the Rood, The Battle of Malden.* Literary awareness of the texts is emphasized over linguistic analysis. (ii) The development of critical imagination and verbal sensitivity in reading poetry. Students will declaim verses and write short critical papers. (iii) An examination of the salient features of Anglo-Saxon culture, A.D. 650-1050, as expressed through its literary achievements. This course prepares students to read *Beowulf* in the original. Three class hours per week.

Open to Freshmen with consent of the instructor. First semester. Omitted 1988-89. Professor Chickering.

28. *Beowulf* and the Heroic Mode. Alternates with English 306 at Mount Holyoke College. A reading of *Beowulf* in the original, with the aid of translations. Why is *Beowulf* a great poem? How does it test the Anglo-Saxon view of heroism? What are the values and limitations of the heroic mode of experience? Other works in the heroic mode will be read, such as Malory's *The Death of King Arthur* and the Old Icelandic *Njals saga* (in translation). Modern reactions to the heroic mode, such as John Gardner's *Grendel,* will also be read. Three class hours per week.

Requisite: a reading knowledge of Old English. Open to Freshmen with consent of the instructor. Second semester. Omitted 1988-89. Professor Chickering.

29. The Literature of Chivalry. Major medieval European literary works, including epics, romances, lyrics and chronicles, will be read. Interdisciplinary and feminist critical approaches will be used to explore the meanings of the terms "knight" and "lady" in their literary and social contexts, A.D. 1100-1500. All works will be read in translation.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1988-89. Professor Chickering.

30. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor and irony. Three class hours per week.

Second semester. Omitted 1988-89. Professor Chickering.

32. European Film. The topic for 1988-89 is French and Italian Cinema: a comparative analysis of the discourses of French and Italian filmmaking. Significant films drawn from two distinctive filmmaking traditions will be studied with reference to their historical and conceptual contexts. The purpose of the comparison will be to develop a working knowledge of film "languages" and then to see whether these two national traditions display different assumptions about signification. One two-hour class meeting per week plus weekly screenings. Conducted in English. Offered jointly by the Departments of French and English.

Admission with consent of the instructor. Limited to forty students. Second semester. Professor Waller.

33s. Sixteenth-Century English Literature. An introduction to poetry, drama, prose by the major writers from Thomas Wyatt to John Donne, including Philip Sidney, Edmund Spenser, Walter Ralegh, Thomas Kyd *(The Spanish Tragedy)*, Christopher Marlowe, William Shakespeare, Ben Jonson, and John Webster *(The Duchess of Malfi)*. Thomas More *(Utopia)*, Erasmus *(Praise of Folly)*, Castiglione *(The Courtier)*, Machiavelli *(The Prince)* will be read in translation. Topics such as mythology, wit, courtly life, political satire, romantic love, pastoralism, Platonism, Senecan style, and revenge tragedy will be discussed in their relation to particular texts. Some reference to modern critical approaches.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Cody.

34. Shakespeare. Readings and discussions of selected plays, with emphasis on Shakespeare's growth as a dramatist. A student may take either English 34 or 35, but not both. Three class hours per week.

To be offered in 1988-89 as English 75s, section 5. Not open to Freshmen except with consent of the instructor. Second semester. Professor Sofield.

35. Shakespeare. Same description as English 34.

Not open to Freshmen. First semester. Professor Chickering.

36f. Seventeenth-Century Literature. A critical and historical study of the major poets: Donne, Jonson, Herbert, Marvell, Milton, Dryden, and selected major prose writers.

To be offered in 1988-89 as English 75, section 3. First semester. Professor Pritchard.

37. Contemporary African-American Novel and Its Tradition. This course will examine selected contemporary novels of John A. Williams, Alice Walker, Ishmael Reed, Toni Cade Bambara, John Edgar Wideman and Toni Morrison in their historical, cultural, and literary context with the primary objective of understanding and appreciating the African-American novel as a hybrid narrative whose distinctive tradition and vitality are basically derived from the embedded roots of black American folklore and the grafting of Western literary forms and conventions. Our basic approach will be to interpret the formal text as a rewriting of the survival strategies of symbolic action, especially the use of religion, speech, and music, by which individual black American novelists imaginatively reconcile a consciousness of their bicultural identity with a celebration of their quest for freedom, literacy, and wholeness. Offered jointly by the Departments of Black Studies and English.

Not open to Freshmen. Limited to twenty-five students. First semester. Professor Bell (University of Massachusetts).

38. English Poetry: Wordsworth to Tennyson. Readings in some major English poets from the nineteenth century: Wordsworth, Keats, Shelley, Byron, Tennyson, and others. Three class hours per week.

Requisite: English 11 or consent of the instructor. Second semester. Omitted 1988-89. Professor Pritchard.

40. History of the Mystery. Recent critical theories of narrative, particularly those involving the keeping and telling of secrets, have rekindled interest in the study of the "mystery." But where do we draw the line between an elemental mystery literature and literature with elements of mystery? Beginning with a quick look at the origin of the term (from the Greek—to close the eyes or lips, hence to keep a secret), we will explore briefly some of the early uses of the puzzle or mystery in works such as the *Bible, Oedipus Rex,* and Shakespeare's plays, and then concentrate on the development of the true mystery or novel of detection by such nineteenth and twentieth century authors as Edgar Allen Poe, Wilkie Collins, Arthur Conan Doyle, Dorothy L. Sayers, Raymond Chandler, Dashiel Hammett, Margery Allingham, Michael Innes, Graham Greene, Josephine Tey, Anna Katharine Green, Mary Roberts Rinehart, and Martha Grimes, in an attempt to understand why this popular mode is usually considered a lower branch of the high art of fiction.

Open to Juniors and Seniors and Sophomores with consent of the instructor. Requisite: At least one previous literature course. Limited to twenty students. Second semester. Visiting Writer Kenney.

44. Readings in Romantic Poetry. The writers studied will be: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Attention will be given to their prose (essays, letters, journals) as well as their poetry, and to their place in the context of revolutionary changes in the political and social thought of the late eighteenth and early nineteenth centuries. Three class hours per week.

To be offered in 1988-89 as English 75s, section 4. Second semester. Professor Heath.

46. The Politics of the Gothic in the English Novel. A consideration of the structural and ideological role of the gothic in English fiction about marriage. We will study such genres as the sentimental, gothic, and realist novel, with particular attention paid to representations of France and Italy, and issues of class, gender, surveillance, and the body.

Second semester. Professor Frank.

47s. The Nineteenth-Century English Novel. The books read vary from year to year. Readings will include novels by Jane Austen, Charlotte and Emily Brontë, Dickens, George Eliot, and Thomas Hardy.

Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1988-89. Professor Craig.

49s. Lesbian Literature. Using Radclyffe Hall's classic *Well of Loneliness* as a stable point of reference, we shall examine novels by Stein, Woolf, Bannon, Brown, Cather, Gearhart, Clausen, Azpadu, and Robinson in order to discuss what defines lesbian literature as a genre. Must the author be a lesbian? Must the author be a self-defined lesbian? Must the main characters be lesbian? Must there be an intersection of politics and literature? Is there a distinction between lesbian and woman-identified literature? Three class hours per week.

Requisite: English 11. Not open to Freshmen. Limited to twenty-five students. Second semester. Professor Barale.

50. Continental Novels. Readings and discussion of major works by Gogol, Flaubert, Turgenev, Tolstoy, Dostoevsky, Zola, Proust, Kafka, and Mann.

Second semester. Omitted 1988-89. Professor DeMott.

51s. Communities of Women, Communities of Men. An examination of female and male homosocial, homosexual, and homophobic traditions in Western literature. Among writers discussed will be Sappho, Plato, Shakespeare, Jewett, Wilde, James, Cather, Proust, Baldwin, Wittig, and Lorde. Three class hours per week.

Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1988-89. Professor Sedgwick.

52. Twentieth-Century British Poetry. Readings and discussion. In 1989 the syllabus will include Hardy, Yeats, Eliot, Auden, and Larkin. Some attention to other poets (Housman, Edward Thomas, Graves, MacNeice, more recent figures). Three class hours per week.

Requisite: English 11 or consent of the instructor. Second semester. Professor Pritchard.

53. Twentieth-Century American Poetry. Readings and discussion. The syllabus normally includes Frost, Stevens, Pound, Williams, Moore, Bishop, Jarrell, Lowell, Wilbur, Hecht, and Merrill.

First semester. Professor Sofield.

54. Story and History in English Fiction, 1910-1950. A study of the ways in which selected English novelists in the first half of this century used a variety of fictional forms to perceive and narrate connections between historical or social events and their visions of personal or private experience. Writers to be read will include most of the following: E.M. Forster, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Elizabeth Bowen, Graham Greene, George Orwell. Three class hours per week.

Open to Freshmen who have taken English 11. Limited to forty students. Second semester. Omitted 1988-89. Professor Heath.

55. African Voices: Modern African Literature. An Afro-centric survey of major female and male sub-Saharan authors who write in English or pidgin or have translated their work from indigenous African languages. Careful attention will be paid to the cultural matrix the literature comes from. Readings will be culled from the genres of autobiography, drama, fiction, and poetry and will include such authors as Wole Soyinka, Buchi Emecheta, Nurr din Farah, Bessie Head, and Ngugi wa Thiong'o.

Not open to Freshmen. First semester. Omitted 1988-89. Professor Rushing.

56. Literary History of the Great War 1914-1918. The war considered from the English-speaking point of view as a subject of memoir, fiction, and poetry. The approach taken is biographical, studying the lives and war experience of selected English and American writers: Vera Brittain, Charles Carrington, Hilda Doolittle, Eleanor Farjeon, Robert Graves, Ernest Hemingway, D.H. Lawrence, Frederic Manning, Wilfred Owen, Isaac Rosenberg, Siegfried Sassoon, Edward Thomas, Edith Wharton, Virginia Woolf, and others. Some reference to contemporary writers in the modern movement: Pound, Eliot, Wyndham Lewis; and to the way wars have been written about from the historical and literary critical points of view: Fussell, Keegan, Orwell, Taylor, Trevelyan, Wilson, and Woodward.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Cody.

57s. The Mode of Romance. A study of the literature of desire. Attention will center on the special status of the themes of love and adventure in

Western fiction, on the relation between these themes, and on the narrative forms in which they occur. A wide range of texts from medieval lyric and chivalric fiction to soap opera and the movies, together with theoretical writing on desire from Plato, Saint Augustine, Hegel, and psychoanalytic discourse. Three class hours per week.

Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1988-89. Professor Cameron.

58f. Modern Satiric Fiction. Readings from various English and American writers such as Ford Madox Ford, Wyndham Lewis, Evelyn Waugh, Anthony Powell, Kingsley Amis, Flannery O'Connor, Vladimir Nabokov, Saul Bellow, Norman Mailer, John Updike, Philip Roth, Paul Theroux, Iris Murdoch. Three class hours per week.

English 11 strongly recommended. Limited to fifty students. First semester. Omitted 1988-89. Professor Pritchard.

60f. Perceptions of Childhood in African and Caribbean Literature. "One is not born a woman: one becomes a woman." One also becomes a man and the same process may be observed in the formation of ethnic, class or religious identities. This course explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. The authors' various methods of ordering experience through the choice of literary form and narrative technique will be examined, as well as the child/author's perception of his or her society. Readings are taken from Camara Laye, Wole Soyinka, Ellen Kuzwayo, Derek Walcott and Simone Schwarz-Bart among others. French texts will be read in translation. Three class hours per week.

Open to Freshmen with consent of the instructor. First semester. Professor Cobham-Sander.

61. Studies in American Literature. Is there an American literature? Or only a series of particular political and cultural constructions serving ideological ends and shifting over time? By what criteria might we denominate any text as "American"? In examining these questions the course will explore how any definition of American literature codifies specific assumptions about genre and language (must all American texts be written in English?), about gender and class, race and ethnicity. Discussion will be shaped by reading a wide variety of texts: creation myths and oral narratives, novels and romances, histories and chronicles, diaries and autobiographies, sermons and conversation narratives, poems and political discourse.

In 1988-89 the course begins with four contemporary twentieth-century books: Maxine Hong Kingston, *The Woman Warrior;* Leslie Marmon Silko, *Ceremony;* Toni Morrison, *Beloved;* and Jay Cantor, *Che*. Then, moving back nearly five centuries, we will read some Meso-American and North American Indian writing, anticipations in European literature of the discovery of a New World, and accounts of the European exploration, conquest, and colonization of the Americas. The focus of the course, thereafter, will be primarily on literature in what became the thirteen British colonies. Among others we read: Christopher Columbus, Diaz, Las Casas, John Smith, William Bradford, John Winthrop, Roger Williams, Mary Rowlandson, and Jonathan Edwards.

First semester. Professor O'Connell.

63s. Introduction to Caribbean Literature in English. This course is designed to introduce students to the prose and poetry of anglophone Caribbean writers against the background of the social and cultural milieu in which this work has been produced. Readings will trace the development of a West Indian literary tradition, placing special emphasis on the writers of the 1950s and 1960s, including V.S. Naipaul, Derek Walcott, Edward Brathwaite, and Wilson Harris. In addition there will be opportunities to listen to recordings of the work of the "Dub" poets and other recent experimental writers. Three class hours per week.

Open to Freshmen with consent of the instructor. Second semester. Omitted 1988-89. Professor Cobham-Sander.

64. American Regions: Their Literature and Culture. The region examined will vary from year to year: New England, the South, the many Wests—California, the Southwest, the Midwest, the Great Plains—are among the possibilities. The course seeks to discover some of the complex actualities of literature and culture which qualify, and perhaps undermine, any assumption of a single or comprehensive American identity and culture. Three class hours per week.

Requisite: At least one previous survey course in American literature. Second semester. Omitted 1988-89. Professor Peterson.

65. American Renaissance. A study of what might be referred to as "classical American literature" or "The Age of Emerson." The writers studied will be Irving, Cooper, Emerson, Thoreau, Fuller, Hawthorne, Melville, Whitman, and Dickinson. Among the central questions asked are these: How successful were these writers in their efforts to create a distinctively American language and literature? What was their view of nature and of human nature? How did they dramatize social conflict? In what ways did they affirm or challenge traditional conceptions of gender? The course will pay close attention to the interactions of these writers with one another and will give particular emphasis to Emerson as the figure with whom the others had to come to terms.

Not open to freshmen except with consent of the instructor. First semester. Professor Guttmann.

66. Jewish Writers in America. An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, and Philip Roth. One two-hour meeting per week.

Not open to Freshmen. Limited to twenty students. Second semester. Professor Guttmann.

67s. **Literature of the Civil Rights Movement.** A reading of the literary and political strategies represented by Booker T. Washington's *Up From Slavery* and W.E.B. Dubois' *The Souls of Black Folk,* and by Richard Wright's *Native Son;* selected readings from "beat" writing of Burroughs, Ginsberg, and Kerouac; direct and indirect treatment of the movement in essays and other works by Baldwin, Jones/Baraka, Malcolm X, Coles, and Mailer; plays and poetry of Brooks, Elder, Hansberry, Lee, and Rodgers; films *(Guess Who's Coming to Dinner?* and *Battle of Algiers);* and the retrospective view of Alice Walker, *Meridian.* Three class hours per week.

Limited to twenty-five students. Second semester. Professor Townsend.

68. **Realism and Modernism.** The course will examine the emergence of literary realism and its transformation into the "naturalistic" novels and the experimental fictions of the early twentieth century. Readings from the work of Howells, James, Twain, Dreiser, DuBois, Chopin, Stein, Anderson, Toomer, Hemingway, Fitzgerald, and Faulkner.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Peterson.

69. **Women's Lives and Women's Lyrics.** What is the relation between poetic structures and social experience? Is poetic practice gendered and if so, how? This course will approach these questions through the poetry of American women written during the colonial, early national and civil war eras (Anne Bradstreet, Phillis Wheatley, Frances Harper, Emily Dickinson) in conjunction with female autobiographical writings ranging from diaries and letters to Harriet Brent Jacob's *Incidents in the Life of a Slave Girl.* Juxtaposing these stories of women's lives with the poetry they wrote, and informed by readings in contemporary feminist poetry and theory from Adrienne Rich to Luce Irigaray, we will assess conceptions of gendered writing by exploring how poetry by women depends upon and differs from female experience. At the same time, because the women we will be studying come from diverse racial and social backgrounds, this course emphasizes the multiplicity of that experience. Three class hours per week.

First semester. Professor Sánchez-Eppler.

70f. **Readings in American Literature.** The topic varies from year to year. This year we will examine Willa Cather's short stories, essays, reviews, and novels with focus upon, but not limited to, Cather's presentation of gender, gender's relation to geography, and her development of an aesthetic that incorporates both. Representative criticism from the last fifty years will be included in the course. Texts will include *My Antonia, O Pioneers!, The Song of the Lark, A Lost Lady, The Professor's House, Shadows on the Rock, Sapphira and the Slave Girl, Death Comes for the Archbishop*, "The Old Beauty," "Paul's Case," "Old Mrs. Harris," and "Neighbor Rossiky."

Not open to Freshmen. Limited to twenty students. First semester. Professor Barale.

71. Studies in Classic American Film. A historical and critical study of what is commonly known as Hollywood Film, considered in the classic phase of its discourse from the work of Griffith to the films of the Fifties. Class discussion will be devoted principally to critical reading and appreciation of individual films, but attention will also be paid to the importance of the technological apparatus and its development, the commercial base of the production system, and the appeal of the industry to a general and continuing national audience, to the use of the cinematic language for specific narrative purposes, to the evolution of the codes, conventions, and genres that serve those purposes, to the question of authorship within the studio system with particular attention to the work of the director, the actor, and the screenwriter, and to certain features of Hollywood films that have special significance such as ideological attitudes in gender representation and the function of star casting. Films by Griffith, von Stroheim, Chaplin, Ford, Hawks, Lang, Welles, Hitchcock, Wilder, Sirk, Kazan, and others. Two two-hour classes and at least one screening per week.

Requisite: English 19 or another film course, or consent of the instructor (to be determined by application at first meeting of class). Not open to Freshmen. First semester. Omitted 1988-89. Professor Cameron.

72f. Film and Gender: Theory and Practice. How have men and women been represented on film? What social and political arrangements have been supported by those encodings and how? These questions will be addressed in discussions of feminist film theory and its sources, through close analyses of films drawn from different moments and locales in the history of film production and by means of hands-on production experiments. Three class hours per week plus weekly screenings.

Limited to thirty students. First semester. Omitted 1988-89. Professor Waller.

73. Topics in Film Study. The topic for fall 1988 is: *Film Noir,* Its Place in the Art and History of the Film. One of the most-admired and best-defined American genres (*The Maltese Falcon, Double Indemnity, The Killers, The Big Sleep, Out of the Past* are all *films noirs*) studied in relation to some of the chief concerns of contemporary film criticism: the literary sources of the screenplays (Hammett, Cain, Hemingway, Chandler, Greene, *et al*); the studio method of production in Hollywood (casting, mise-en-scene, lighting and camera work, editing, location shooting, the coming of color and widescreen); the *auteur* theory of directors' styles (Huston, Wilder, Siodmak, Hawks, Tourneur); the international history, anticipations and aftermath, of the genre (Lang, Hitchcock, Welles, Reed, Melville, Wenders); the feminist and psychoanalytical perspectives on gender imagery (patriarchial discourse, *femmes fatales*, etc.). Some reference to the current cycle of American neo-film noir *(Chinatown, Body Heat, Klute, Hammett).* Three class hours per week plus two weekly screenings.

To be offered in 1988-89 as English 75, section 4. Requisite: English 19 or equivalent introductory knowledge of film study and consent of the instructor. Second semester. Professor Cody.

74. Film Theory and Criticism. What is cinema and what should be the basis for criticism of its texts and modes of discourse? Few serious writers have found the answers to these questions to be self-evident. With the aim of suggesting why this is the case, the course will explore some of the more important writings about cinema and about specific films, figures, movements, genres and techniques of the medium. Readings in such writers as Eisenstein and the early Soviet theorists, Benjamin, Panoksky, Bazin, the post-war Italian and French revisionists, the *auteur* critics in France, Britain and the U.S., Cavell, Wollen, Metz, Heath and others. Some attention will be paid to current movements and orientations in writing about film (phenomenology, psychoanalysis, semiotics, feminism) and to the work of some of the better reviewers. Besides the reading, frequent screenings, viewings in the video archive in Frost, papers and exercises. Three class hours per week.

Requisite: English 19 or another film course. Not open to Freshmen. Second semester. Omitted 1988-89. Professor Cameron.

75. Seminar in English Studies. A multi-sectioned course required of English majors and designed to provide occasions for concentrated study of special topics. The course emphasizes independent inquiry, critical and theoretical issues, and extensive writing. Successful completion of the Advanced Seminar satisfies the Comprehensive requirement in English.

Open to Juniors and Seniors, with preference given to Amherst English majors. Limited to fifteen students. The Department.

Four seminars will be offered in the first semester 1988-89.

1. THE HEMINGWAY PHENOMENON. A study of the life and works of Ernest Hemingway, with special attention to those who influenced him, Sherwood Anderson and Gertrude Stein especially, to his friendship with F. Scott Fitzgerald, and to his relation to the American cult of masculinity. Three class hours per week.

Professor Townsend.

2. THE LITERATURE OF BRITAIN'S FIRST EMPIRE. A study of the relation between economic expansion and literary form in the literature of British imperialism from the Restoration to the mid-eighteenth century. Particular attention will be paid to the uses of the colonial "other" in the construction of Augustan "man," to the glamour of the commodity and its threat to the moral life of the community, and to the role of representations of women in imperialist ideology. Works by Locke, Dryden, Behn, Defoe, Pope, Swift and Lillo, as well as such theorists as Said, Todorov, and Marx. Three class hours per week.
Professor Frank.

3. ENGLISH POETRY: SPENSER TO POPE. A critical and historical study of the major poets: Spenser, Donne, Jonson, Herbert, Marvell, Milton, Dryden, Pope. Some examples of prose from the seventeenth century will also be considered.
Professor Pritchard.

4. TOPICS IN FILM STUDY. Same description as English 73.
Professor Cody.

75s. Seminar in English Studies. Same description as English 75. Five seminars will be offered in the second semester.

1. DANTE: THE DIVINE COMEDY. A reading of *Inferno*, *Purgatorio*, and *Paradiso*, also drawing upon literary history and literary theory to situate the poem in relation to past and current discussions of discourse and representation.
Professor Waller.

2. MAJOR CARIBBEAN AUTHORS. A close reading of the complete range of works by one major Caribbean author. In addition, students will be asked to examine the critical methods best suited to an anlysis of these works and to read other texts from within and outside the region which have helped shape the author's concerns and techniques. The writer will usually be selected from the following list: George Lamming, Edward Braithwaite, Wilson Harris, Jean Rhys, and V. S. Naipaul. Three class hours per week.
Professor Cobham-Sander.

3. HYSTERIA AND AMERICA: STORY AND HISTORY. During the late nineteenth and early twentieth centuries the medical practice of treating hysteria with the physical confinement of bed-rest was gradually replaced by the verbal outpourings of the psychoanalytic "talking cure." This transition reflects changing attitudes towards women—who were always associated with hysteria—alterations in the preferred mechanisms of social control from the external to the internal, and a chang-

ing understanding of the relation between representation—telling one's story—and physical and social realities. We will explore these changes and the relation between them through the reading of medical texts and female advice books, Freud's work on hysteria, especially his case study "Dora," selections from the writings of Foucault and a variety of American literary texts including Gilman's *The Yellow Wallpaper,* James's *The Bostonians,* and H.D.'s *Tribute to Angels* as well as her *Tribute to Freud.* Three class hours per week.
Professor Sanchez-Eppler.

4. READINGS IN ROMANTIC POETRY. Same description as English 44.
Professor Heath.

5. SHAKESPEARE. Same description as English 34.
Professor Sofield.

77. Senior Honors/Tutorial. Independent work under the guidance of a tutor assigned by the Department. Open to Senior English majors with the consent of the Department. Students intending to take this course and its continuation, English 78, should submit proposals to the Department secretary by the end of the first week of classes in the first semester of their Senior year.
First semester.

78. Senior Honors/Tutorial. A continuation of English 77.
Second semester.

D77, D78. Senior Honors/Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional cases.
First and second semesters.

79. Contemporary American Film. A critical and historical study of American commercial cinema (i.e., Hollywood) and its context in culture and the media since the 1950s. Attention to films by Kubrick, Peckinpah, Penn, Cassavetes, Altman, Polanski, Malick, Coppola, Scorese, Allen, and others. Two two-hour classes plus one or two screenings per week.

Requisite: English 19 or another film course, or consent of the instructor at the first meeting of class. Not open to Freshmen. First semester. Omitted 1988-89. Professor Cameron.

80. Contemporary Cultural Studies. A seminar course. The aim is to develop standards suitable for assessing representations of contemporary social reality. Topics figuring in recent student presentations and papers include television (serial comedy, game shows, formats of news programs, etc.), musical groups (Talking Heads, Clash, others), documentary films (Pennebaker, Leacock, others), fictional versions of nuclear war, popular histories of the Sixties, advertising, celebrity journalism, the liberal, radical and conservative press. One class meeting per week.

Not open to Freshmen. Second semester. Omitted 1988-89. Professor DeMott.

81. Democracy, Culture and the Mass Media. A seminar for students interested in exploring the media of television, "the news," and advertising. Our inquiry will be shaped by questions about whose versions of culture, politics, and the society are broadcast, for whom they are intended, and what alternative accounts and expressions might be available. The central exploration involves the problem of how different groups of Americans construct culture and politics for themselves, define a collectivity, and are persuaded of the "truth" of a vision of the world. Class and political conflict, the shape of some Americans' worklives, ourselves as historical actors and objects, will provide the examples through which the course is conducted. Among others we will read Roland Barthes, William Connolly, Studs Terkel, Raymond Williams, and Charles Lindblom. Two seminars, four class hours, per week.

Not open to Freshmen. Sophomores may take the course with the consent of the instructor. Limited to twenty-five students. First semester. Professor O'Connell.

83. Feminist Reading. This course studies the literary usefulness of radical feminist, French feminist, and Marxist-feminist thought from several disciplines. Feminist theory will be read in conjunction with canonical and popular literature drawn from England, the United States, and Latin America. Feminist theorists discussed will include Adrienne Rich, Alice Walker, Luce Irigaray, Jacques Derrida, Audre Lourde, Jane Gallop, Juliet Mitchell, Gayatri Chakravorty Spivak, Michele Barrett, Rosalind Coward, and Gayle Rubin. Three class hours per week.

Not open to Freshmen. First semester. Omitted 1988-89. Professor Sedgwick.

84. Modern Drama: Ibsen to Pinter. A study of plays and playwrights that have shaped modern drama. These authors—Ibsen and Chekhov, O'Neill, Williams, Miller and Pinter among them—are important not only for their radical redefinitions of dramatic structure and purpose. They have also given us a canon of plays which still work, which still eloquently address the complex problems of the human condition. A major emphasis of this course will be the attempt to distill those aspects of each work—be they dramaturgical, thematic or literary—which continue to captivate the contemporary audience. Offered jointly by the Departments of Theater and Dance and English.

Second semester. Professor Anderson.

86. Contemporary English Dramatists. John Osborne's *Look Back in Anger* is the seminal work of the contemporary English theater. It marks the moment when, to use the catchy phrase of one critic, "the drawing rooms became kitchens," and a class-conscious, politically determined drama rose from the ashes of the formulaic well-made play. The ensuing thirty years produced writers of startling invention and commitment: Edward Bond, Joe Orton, Tom Stoppard, David Hare, Caryl Churchill, Trevor Griffiths, Pam Gems—and a host of writers who have not yet published or produced in this country. Students can expect to read three plays a week. Offered jointly by the Departments of Theater and Dance and English.

Limited to twenty students. Second semester. Professor Anderson.

88. James Joyce. Readings in *Dubliners, A Portrait of the Artist as a Young Man, Ullysses,* and some portions of *Finnegans Wake.* Two class meetings per week.

Not open to Freshmen. Second semester. Professor Cameron.

89s. The Criticism of Values. The aim is to study eruptions against contemporary values occurring at various moments in Western history. Attention will be paid both to the relation between the emerging critical perspectives and their cultural setting, and to the pertinence of the perspectives to late twentieth-century experience and assumption.

The major texts are: Sophocles, *Antigone;* Plato, *Gorgias; The Gospels;* Augustine, *Confessions;* More, *Utopia;* Shakespeare, *King Lear;* Swift, *Gulliver's Travels;* Burke, *Reflections on the Revolution in France;* Schiller, *On the Aesthetic Education of Man;* Marx, *Capital (Vol. I);* Nietzsche, *On the Genealogy of Morals;* Freud, *Civilization and Its Discontents;* Solzhenitsyn, *Cancer Ward.* (Seven of these works will figure as texts for class discussion; the others will figure in essays and examinations.)

The course will conclude with the reading of a document from recent American public life of interest to critics of current values. For 1989 the document will be the Judiciary Committee hearings on the nomination of Judge Bork.

Students should complete a reading of the texts before the first meeting of the course. Two class meetings per week. Second semester. Professor DeMott.

92. Literary Criticism. Readings in the major English and American critics of literature, from Samuel Johnson to the present. Such writers as Matthew Arnold, Henry James, I.A. Richards, T.S. Eliot, F.R. Leavis, William Empson, R.P. Blackmur, Edmund Wilson, and others will be considered, always in relation to particular poems and fictions. The aim of the course is twofold: to extend and complicate our ways of criticizing what we read, and to appreciate for their own sakes some classics of modern criticism.

Requisite: English 11 or consent of the instructor. Second semester. Omitted 1988-89. Professor Pritchard.

93s. Seminar: Topics in Literary Theory. The topic varies from year to year.

Not open to Freshmen. Limited to twenty-five students; consent of instructors required. Second semester. Omitted 1988-89. Professor Parker and Doctor May.

94f. Literary Theory. An historical survey of selected topics in literary theory, including metaphor, representation, allegory, narrative, and the ideology of criticism and creation. The readings will consist of texts by Plato, Aristotle, St. Augustine, Sidney, Goethe, Coleridge, Shelley, Baudelaire, Mallarmé, Benjamin, Auerbach, the New Critics, Jacques Derrida, and selected French and American feminist theoreticians. Attention will also be given to the German philosophical tradition as it shares the preoccupations and problems associated with the activity of criticism.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1988-89. Professors Parker and Waller.

95. "The Linguistic Turn": Language, Literature and Philosophy. An investigation into the nature of language—its sounds, forms, rhythms, and structures—especially as these inform, and are informed by, the reading of literary and philosophical texts. Our discussions will cover such issues as: the nature and history of the sign; the applicability of theories of phonology, syntax, semantics, and pragmatics as "tools" for the analyses of texts; the notion of "style" in language and its limitations; the degree to which narrative may be considered systematically; the "language" of the unconscious; the politics of literacy; the interrelationships among language, culture and sexuality. Previous acquaintance with the principles of linguistics will not be assumed.

First semester. Omitted 1988-89. Professor Parker.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters. The Department.

RELATED COURSES

Introduction to African-American Poetry. See Black Studies 34.

Second semester. Omitted 1988-89. Professor Rushing.

Short Stories from the Black World. See Black Studies 35.

First semester. Omitted 1988-89. Professor Rushing.

Images of Black Women in Black Literature. See Black Studies 40.

Second semester. Omitted 1988-89. Professor Rushing.

EUROPEAN STUDIES

Advisory Committee: Professors Bezucha, Cheyette, Chickering‡, Griffiths†, Halsted, Huett†, Kennick†, Maraniss (Chair), Marshall, Pemberton†, Pitkin, Tiersky, Trahan, Upton and White; Associate Professors Caplan, Hague, Machala*, J. Taubman, Waller, and Zajonc; Assistant Professors Brandes, de la Carrera†, Hewitt, and Sandler.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science or economics involving one or more European countries are possible approaches to the major. The student will select the six core courses in consultation with the Chair and an appropriate advisory subcommittee of the Program. Of these six courses, two will be independent research and writing during the Senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven. In addition, a major will take European Studies 21 and 22 during the Sophomore year or as soon as he or she elects a European Studies major.

Save in exceptional circumstances a major will spend at least one semester of the Junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the Senior year he or she will give an oral presentation to faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

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*On leave 1988-89.
†On leave first semester 1988-89.
‡On leave second semester 1988-89.

When designing his or her course schedule, a major should consult regularly with the advisory subcommittee and should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges. To aid in choosing courses, the Chair of the European Studies Program can provide majors with lists of pertinent courses given among the Five Colleges.

11. Literature of Protest and Escape. A study of some "classics" of European literature which reflect their respective societies as well as criticizing their values, either directly or by showing them transformed into models or caricatures. The texts selected will likewise provide an introduction to the European novel in some of its characteristic forms. They will include Petronius' *Satyricon*, Cervantes' *Don Quixote*, Swift's *Gulliver's Travels*, Voltaire's *Candide*, Gogol's *Dead Souls*, Hasek's *Good Soldier Schweyk* and Frisch's *I Am Not Stiller.*

Limited to twenty-five students. First semester. Professor Trahan.

12. France: Politics and Society. This is an interdisciplinary study of French political development and the major themes of French political and social life over two centuries. The course, following the flow of ideas, emphasizes both what the French have said about themselves, and what others have said. The materials are various: "great books" (historical and political writing, a novel), documents, memoirs, *livres de combat*, a few films, some journalism and contemporary scholarship. The class begins by considering Tocqueville's *The Old Regime and the French Revolution* and ends in an analysis of contemporary French politics—the significance of Mitterrand's presidency and a Socialist/Communist alliance in government—seen in the context of modern French history.

Second semester. Professor Tiersky.

21. Readings in the European Tradition I. Reading and discussion of a series of related texts from Homer and Genesis to Dante: the Old and New Testaments (Genesis, Exodus, Judges, Job, Matthew, and John), Homer *(Iliad* and *Odyssey)*, Hesiod *(Theogony* and *Works and Days)*, Sophocles *(Ajax, Trachiniae,* and *Philoctetes)*, Plato *(Apology* and *Symposium)*, Vergil *(Aeneid)*, Augustine *(Confessions)*. and Dante *(Inferno* and *Purgatorio)*. How do texts create meaning and claim prestige by presenting themselves within a "tradition"? How do we enrich or distort our readings of the text by seeing lines of influence and development different from those assumed in the text? Emphasis on active student discussion.

Open only to European Studies majors. Required for European Studies majors. First semester. Professor Cheyette.

22. Readings in the European Tradition II:The European Short Story—An Introduction to Comparative Literature. Study of the European short story as a genre, from its beginnings with Boccaccio and Cervantes, to the great nineteenth-century novellas of Germany, France, Russia, and England.

We will be reading Kleist, E.T.A. Hoffmann, Pushkin, Gogol, Flaubert, Maupassant, Dostoevsky, Tolstoy, Chekhov, Heinrich and Thomas Mann, D. H. Lawrence, Henry James and others. Finally we will discuss the transformation of the genre by Joyce, Kafka, Virginia Woolf, Robbe-Grillet.

The genre is affected by various literary and philosophical movements such as classicism, romanticism, realism, expressionism, existentialism, etc. The characteristic stylistic and thematic features of these movements will be explored, as well as different critical schools and methods, and questions of definition, taste and valuation. Two class meetings per week.

Second semester. Professor Trahan.

77, D77, 78, D78. Senior Honors.

97, 98. Special Topics.

RELATED COURSES

The Spanish Civil War: Art, Politics, and Violence. See Spanish 44f.
First semester. Professor Maraniss.

Culture and Politics in the Weimar Republic. See German 42.
Second semester. Omitted 1988-89.

Vienna 1890-1914. See German 51.
Not open to Freshmen. First semester. Omitted 1988-89.

Kafka, Brecht, and Thomas Mann. See German 52.
Second semester. Omitted 1988-89.

The Artist as Anti-Hero from Goethe to the Present. See German 56f.
First semester. Professor White.

Modern Europe. See History 14.
Second semester. Omitted 1988-89. Professor Halsted.

FINE ARTS

Professors Schmalz (Chair), Sweeney, Trapp, and Upton; Visiting Professor Abiodun; Associate Professor Clark; Assistant Professor Morse; Visiting Assistant Professors Lettieri and Margalit; Visiting Lecturers Haxo and Wesler.

Major Program. The Fine Arts major offers the broadest possible means for developing and integrating a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through a balanced engagement in the Fine Arts. The work of each major will be directed by an advisory committee.

Course Requirements. A major will consist of a minimum of ten courses in Fine Arts of which at least three will be taken in the history of art and three in the practice of art. Fine Arts 11s and Fine Arts 12f are required. Majors who take Basic Painting, Basic Sculpture and Basic Drawing (Basic Printmaking can be substituted for Basic Drawing) will be exempt from Fine Arts 12f. Fine Arts 46 is strongly recommended, though not required. Majors will complete their requirements by electing middle level and seminar courses in Fine Arts. With departmental permission, they may elect a Fine Arts 97-98 program of individual work; likewise, a limited number of courses in other departments of Amherst College or neighboring institutions may be accepted as partial fulfillment of the major program.

Both majors and non-majors should be aware that numerous courses in other departments of the College offer serious opportunities for them to complement their work in Fine Arts. Though not necessarily counting toward the major, such courses range from topics as obviously relevant as aesthetics, religion, history and the other arts to such perhaps less apparent studies as anthropology, geology, and the history of economics and science. Departmental advisors will assist students in their course selection so as to maximize the possibilities represented by such collateral study.

Students who are thinking of graduate work either in the practice of art (including architecture, conservation, et. al.) or in art history, should try to identify that interest as early as possible so that they may take advantage of departmental counsel regarding such preparation as may be necessary (e.g., GRE's, portfolios, foreign language skills, science background). The department faculty is also, of course, happy to discuss career options and prospects with both majors and general students.

Honors Program. Candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their Senior year. Fine Arts 77-78 will be counted towards the ten-course requirement for the major.

INTRODUCTION TO THE FINE ARTS

Fine Arts 11 and 12 provide the student with an introduction to the study of the Fine Arts through the complementary approaches of history and practice. Either course may be taken independently of the other and may be taken in any sequence.

11s. History of Art. An introduction to works of art as the embodiment of human and cultural values from ancient civilizations to the present. This course will emphasize major historical periods, monuments, artists and themes as well as visual and formal analysis. Four class hours per week: three lectures plus one discussion section.

Second semester. Professor Lettieri.

12f. Practice of Art. An introduction to the formal issues of pictorial and sculptural construction. We will examine the major elements of linear and atmospheric perspective, line, value, color, form, texture, two-dimensional and three-dimensional composition. A weekly lecture, the study of old and new masters' work, and exercises will constitute in-class work; there will be weekly out-of-class assignments. Two two-hour class periods per week. No prior studio experience required nor special talent expected.

Not open to students who have taken Fine Arts 15, 15s, 17, or 17s. First semester. Professor Margalit.

PRACTICE OF ART

14. Basic Sculpture. An introduction to the fundamental techniques and principles of sculpture using both figurative and non-figurative subjects. Clay modeling, direct plaster work, moldmaking, and casting will be emphasized. Two three-hour class meetings per week.

Limited to twenty students. Second semester. Lecturer Haxo.

15s. Basic Oil Painting. A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Limited to twenty students. Second semester. Professor Sweeney.

16f. Watercolor Painting. An introduction to basic watercolor techniques. The course aims to develop ability to handle the medium confidently and to encourage exploration of its potential for personal expression. Two three-hour studio sessions per week and six additional hours of painting time.

Requisite: Fine Arts 12 or a comparable course. Limited to twenty-five students. First semester. Professor Schmalz.

17. Basic Drawing. A series of exercises to introduce fundamental representational problems in drawing, especially of the human figure, and to develop the student's knowledge and skill in the techniques and uses of drawing. Two three-hour meetings per week.

Limited to twenty students. First semester. Lecturer Wesler.

17s. Basic Drawing. Same description as Fine Arts 17.

Second semester. Lecturer Wesler.

20. Intermediate Drawing. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Some prior studio course or experience. Limited to eighteen students. Second semester. Professor Sweeney.

21. Three-Dimensional Design. Basic sculptural construction emphasizing structural forms and spatial concepts. A series of studio problems in various materials, primarily wood and metal, will lead to extended work on individual projects. Two three-hour class meetings per week.

Limited to fifteen students. First semester. Lecturer Haxo.

22f. Basic Printmaking. A basic course in intaglio that introduces the student to dry point, engraving, hard and soft ground etching, sugar lift, and rosin aquatint. The chemistry involved in biting a plate, proof printing and redrawing, and the final printing of clean editions will be both discussed and demonstrated. The course will explore intaglio printmaking as an expressive, aesthetic and technically exacting medium. Regular class discussions and critiques will be held. Two three-hour class periods per week.

Requisite: Two introductory studio courses, one of which is Basic Drawing, or consent of the instructor. Limited to fifteen students. First semester. Professor Margalit.

24. Intermediate Sculpture. A studio course which investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modelling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two three-hour class meetings per week.

Requisite: Fine Arts 14 or 21, or consent of the instructor. Limited to fifteen students. Second semester. Omitted 1988-89.

26f. Intermediate Painting. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Fine Arts 12 or 15 or consent of the instructor. Limited to twenty students. First semester. Professor Sweeney.

27s. Printmaking. This course will focus primarily on relief printmaking techniques. These will include linocut, woodcut and wood-engraving.

Black and white as well as multicolor printing procedures will be examined. Assignments will draw attention to both the technical and expressive demands of the medium. For those students who have taken Fine Arts 22f, this course will also allow for further exploration of the intaglio process. Two three-hour class meetings per week.

Requisite: Basic Drawing and one other studio course or consent of the instructor. Limited to fifteen students. Second semester. Professor Margalit.

HISTORY OF ART

30f. Ancient Art. An examination of works of art from the major centers of the ancient world: Egypt, the Aegean, the Near East, Greece and Rome. We will focus on the development of figural sculpture and on the evolution of monumental public architectural sites such as Giza, Knossos, Delphi, Olympia, and the Roman fora. Information from recent archaeological excavations will aid in the investigation of the growth and interaction of styles and motifs.

First semester. Omitted 1988-89.

31. Themes in Early Medieval Art. A discussion of Christian visual expression from the fourth to the ninth centuries, from Constantine to Charlemagne, emphasizing the origins and development of Christian themes in painting, sculpture, and mosaic. Two meetings per week.

First semester. Professor Upton.

32f. Romanesque and Gothic Art. A study of the architecture, painting, and sculpture of western Europe, primarily France, from the eleventh through the thirteenth centuries. Particular attention will be given to the design and decoration of the great abbey churches and cathedrals, among them Mont-Saint-Michel, Cluny, Santiago de Compostella, Paris, Chartres, Amiens. Both thematic and formal development will be considered. Three hours of classroom work per week.

First semester. Omitted 1988-89. Professor Upton.

33. Italian Renaissance Art. An examination of painting, sculpture and architecture in Tuscany, Rome and Venice from 1400 to 1550. This course will focus on Masaccio, Donatello, Michelangelo, Leonardo da Vinci, Raphael and Titian and their contributions to the "rebirth" of Italian art.

First semester. Professor Lettieri.

34f. Baroque Art. A study of the major figures and movements in seventeenth-century Italy, Spain, and France. Focus will be on the work of Annibale Carracci, Caravaggio, Bernini, Velasquez, Rubens, and Poussin.

First semester. Professor Lettieri.

35. Dutch and Flemish Painting. Realism in painting in the Lowlands from the fifteenth to seventeenth centuries, with emphasis on the works of Jan Van Eyck, Roger van der Weyden, Hugo van der Goes, Bosch, Bruegel, Vermeer, and Rembrandt. Two meetings per week.

First semester. Professor Upton.

36. The Eighteenth Century. Painting, sculpture and architecture in Europe, c. 1700-1825. The course will emphasize the Rococo in France, Germany, and Italy; the National Academies; Neo-Classicism; post-revolutionary art and the shift to "modernism."

Requisite: Fine Arts 11 or consent of the instructor. Second semester. Professor Schmalz.

37. The Origins of the Modern Movement: Nineteenth-Century Art. A selective examination of major masters and movements in nineteenth-century art concluding with a study of Impressionism and Post-Impressionism. Outside reading and written assignments. Two meetings per week.

Requisite: Fine Arts 11 or 12, or consent of the instructor. First semester. Professor Trapp.

38. Modern Art: Twentieth-Century Art. A selective examination of major masters and movements in twentieth-century art, including contemporary developments. Two meetings per week.

Requisite: Fine Arts 11 or 12, or consent of the instructor. Second semester. Professor Trapp.

40. American Art 1860-1940. This study of the style, context, and meaning of American Art from the Civil War until World War II will focus on major figures (Homer, Eakins, Whistler, O'Keeffe, Demuth, and Wood) and on groups of artists (around Arensberg and Stieglitz) in an exploration of the shifting emphasis between native currents and international pressures. Readings will combine a survey of American art history with considerations of current controversies over interpretation in American art criticism.

Second semester. Professor Clark.

41. Photography and Painting: The First Century. This course will examine technical and expressive developments in western photography and painting from about 1840 through the years following World War II. Our primary aim will be to discover and discuss the mutual interdependencies between these two visual forms in order to understand something of how they have affected each others' histories and conditioned the larger visual environment we have inherited. Three class meetings per week.

Requisite: Fine Arts 11 or 12, or another course in the history of art. First semester. Professor Schmalz.

42. Arts of Japan. A survey of the arts of Japan, focusing on the development of the pictorial and sculptural tradition from the fifth century A.D. to the late nineteenth century. Topics to be investigated include Buddhist

painting, sculpture and architecture, narrative handscrolls, ink painting and the arts related to the Zen sect, and the diverse traditions of the Edo period, as well as woodblock prints. There will be field trips to look at works in museums and private collections in the region.
Second semester. Omitted 1988-89. Professor Morse.

43. **Later Japanese Art: The Momoyama and Edo Periods.** A survey of the arts of Japan from the sixteenth through nineteenth centuries. The course will focus on the development of the relationship between artists and their patrons and the rapid changes in taste during the period. Topics to be explored include the formulation of the major trends of later Japanese art during the social upheavals of the sixteenth century; shogunal patronage of conservative styles and the classical revival during the seventeenth century; the development of literati traditions and the more popular idioms of woodblock prints and genre painting during the eighteenth century; the transformation of Japanese art by Western traditions in the late nineteenth century. There will be field trips to look at works in museums and private collections in the region.
First semester. Professor Morse.

44. **American Architecture.** A history of the American family home from early shelter and colonial roots through successive stylistic revivals (Roman, Greek, Gothic, exotic and Romanesque) to Frank Lloyd Wright's prairie house and the post-modern dwelling.
Second semester. Professor Clark.

45. **American Art to 1860.** This class will study American art from the seventeenth century until the Civil War. Were Copley, the Peales, Mount, Cole and Church new artists for a new world or were they provincial representatives of European culture? Current controversies over interpretation in American art criticism will be considered. Paintings in regional museums will form the basis for student work.
First semester. Professor Clark.

46f. **Survey of Asian Art.** A general introduction to the major monuments of South and East Asia focusing primarily on India, China, and Japan, but also including Southeast Asia and Korea. Through a study of the historical and religious context of works of architecture, sculpture and painting, the course will attempt to discover the themes that unify the artistic traditions of Asia and those that set them apart. Topics to be covered include the development of the Buddha image in India, Chinese landscape painting and Japanese woodblock prints. There will be field trips to look at works in major local collections.
First semester. Omitted 1988-89. Professor Morse. See Asian Studies 11s.

47. **Survey of African Art.** An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological impor-

tance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early peoples in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwu, Ife and Benin cultures in West Africa, which date from the second century BCE to the sixteenth century CE. The study will also pursue a general socio-cultural survey of the traditional arts of the major ethnic groups of Africa with special reference to figure sculpture and the art for an of the masquerade.

First semester. Professor Abiodun.

48. Arts of China. An introduction to the arts of China focusing on the bronze vessels of the Shang and Chou dynasties, the Chinese transformation of the Buddha image, and the evolution of the landscape and figure painting traditions. The course will include many of the more recent archaeological discoveries on the mainland and will also attempt to place the monuments studied in the cultural context in which they were produced.

Second semester. Omitted 1988-89. Professor Morse.

49. Approaches to Chinese Painting. A survey of the Chinese pictorial tradition from the Northern Sung to the Ch'ing dynasties focusing in particular on the development of the landscape idiom, but considering bird and flower painting and the narrative tradition as well. The course will explore the differences between Western methodological approaches to Chinese painting and the theories of painting developed by the Chinese themselves. There will be field trips to look at works in major museum collections in New England and New York.

First semester. Professor Morse.

50. African Art and the Diaspora. The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of film, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans.

Second semester. Professor Abiodun.

SEMINARS

51. Topics in Fine Arts. Two topics will be offered in the first semester 1988-89.

1. ISSUES IN ADVANCED DRAWING. The course is designed to allow students to develop their own body of work pursuing individual direc-

tions in a variety of drawing media. There will be weekly meetings which will concentrate on critiques; and field trips, both to drawing sites and museums. One three-hour meeting per week.

Requisite: Basic Drawing, or its equivalent and an intermediate course in either drawing, painting or sculpture. Limited to five students with consent of the instructor. Professor Sweeney.

2. WINSLOW HOMER AND THOMAS EAKINS. Through a close study of paintings, contemporary readings, current theory, and comparisons of environments, careers, and personalities, this class will probe the context and meaning of key pictures by two American artists of the late nineteenth century. Should we discard the accepted rubric of "realism" applied to the era and find something more useful? One two-hour meeting per week.

Requisite: Fine Arts 11 or 40. Limited to twelve students with consent of the instructor. Professor Clark.

51s. Topics in Fine Arts. Three topics will be offered in the second semester 1988-89:

1. JAN VAN EYCK AND HIS CONTEMPORARIES. This seminar will examine in detail the contribution of Jan van Eyck, Petrus Christus, the master of Flemalle and Roger van der Weyden to the transformation of late gothic imagery. By means of close analysis of individual works of art and their original context, we will assess the overarching issue of transition from the medieval to the modern world. Our primary text for this seminar will be Johan Huizinga's classic study, *The Waning of the Middle Ages.* Our primary documents will be the paintings of the pioneers of early Netherlandish art.

Requisite: Fine Arts 11 or consent of the instructor. Limited to twelve students. Professor Upton.

2. PROBLEMS IN CRITICISM AND CONNOISSEURSHIP. A study of works of art, original as well as in reproduction, intended to sharpen visual perception, establish critical principles and clarify verbal judgments. Particular attention will be given to drawings, prints and photographs. Lectures, discussions and practical exercises will be augmented by field trips to museums, artists and dealers. Two one and one-half hour meetings per week.

Requisite: Fine Arts 11 or 12, or consent of the instructor. Limited to twelve students. Professor Schmalz.

3. PROBLEMS IN JAPANESE ART OF THE EARLY MIDDLE AGES. A seminar focusing on Japanese art from the end of he eleventh century until the consolidation of the Ashikaga shogunate in 1393. This

period witnessed a great change in Japanese politics, society, religion, and the arts. Though a new military class arose, members of the aristocracy never relinquished their dream of regaining supremacy in political and cultural matters. At the same time new developments in religion corresponded to deeply felt needs of the populace in this age of uncertainty. The visual arts of this period most clearly reflect these profound changes and offer insight into the aesthetic attitudes of leading political and religious figures. In particular, this seminar will attempt to apply methodological approaches current in Western art history to the art of Japan.

Requisite: One course in Asian art, or one course in Japanese history, or consent of the instructor. Professor Morse.

HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Honors. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Full or half course.

First and second semesters. The Department.

RELATED COURSES

Introduction to Asian Studies. See Asian Studies 11s.

Second semester. Professors Thurman and Morse and Asian Studies Faculty.

Re-Imagining the Human in a Technological Age. See Colloquium 28.

Open to Juniors and Seniors. Limited to thirty students. Second semester. Professors Upton and Zajonc.

Religion and Art in Africa. See Religion 25s.

Second semester. Omitted 1988-89. Professor Pemberton.

French

See Romance Languages

GEOLOGY

Professors Belt, Brophy, and Cheney (Chair); Assistant Professors Crowley and Harms; Dr. M. Coombs.

Major Program. All students majoring in geology must take eight courses in the department. These courses *normally* include Geology 11, 20, 29, 30, 31, 32, 34, 38. Subject to prior approval of the department, Geology 23, 24, 27 may be substituted for some of the preceding. Specific requirements may be modified with advance approval of the department.

In addition to the above program, each major is encouraged to take one of Geology 41, 43, or 46 and engage in at least one semester of independent study/research and to write a Senior thesis. The major program should include courses in mathematics and the physical or biological sciences. The appropriate courses will be determined by the students' specific interests, preparation, and abilities within the field of geology and the ancillary sciences. Prospective majors should discuss their interests with the staff as early as possible in order to elect an effective program of study. Early in the second semester of the Senior year, each major shall take a comprehensive examination, both written and oral.

Students proceeding to graduate school should take the Graduate Record Examination early in their Senior year and should be aware that some graduate schools require reading proficiency in a language (usually French, German, or Russian), and attendance at an accredited summer field camp in geology.

Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject should be chosen in the Junior year but must be chosen no later than the first two weeks of the Senior year. Geology 77, 78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the Senior year.

All courses are open to any student having requisite experience or consent of the instructor.

11. Principles of Geology. Study of the earth and its inhabitants throughout time from the record preserved in the rocks. Review of the processes that denude the earth's land surface (destructional) and those that enlarge the earth's land surfaces (constructional); the origin and distribution of landforms of North America; origin, distribution, and use of natural resources; geologic principles applied to law, engineering, architecture, urban development and industrialization. One all-day field trip and several afternoon trips. Three hours class and two hours laboratory each week.

First semester. Professors Brophy.

11s. Principles of Geology. Same description as Geology 11.
Second semester. Professor Brophy.

18f. Geology: Environmental and Public Issues. Natural and man-made hazards have long constituted a threat both to the environment and to the safety of people. Examples involve the natural hazards of earthquakes, volcanoes, and landslides and the hazards associated with our engineering works. These problems, many of which are serious environmental and public issues, will be studied through case histories and from the scientific approach using fundamental geologic principles. Three hours of class each week; occasional field trips to examine the effect of humankind on the environment.

First semester. Omitted 1988-89.

20f. Dynamic Earth. The origin and physical evolution of planet earth as derived from the rock record; the conceptual development of plate tectonic theory; the changing configuration of continents and ocean basins analyzed using evidence from diverse branches of geology; the past examined as a key to the future. Three lectures and two hours laboratory per week.

Requisite: Geology 11 or consent of the instructor. First semester. Professor Harms.

20. Dynamic Earth. Same description as Geology 20f.
Second semester. Professors Crowley and Harms.

23. Geomorphology and Environmental Geology. The application of geologic principles to environmental problems of water resources, flood control, beach erosion, disposal of solid and liquid pollutants, earthquake prediction, and landslide hazards. Emphasis is on man's influence on natural systems such as surface and ground water, estuaries, and nearshore litoral environments. Term project on local environmental problem. Three hours class and three hours laboratory (or project work) each week.

Requisite: Geology 11 or consent of the instructor. First semester. Professor Belt.

24f. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. First semester. Dr. Coombs.

27. Paleontology. An introduction to the conceptual framework of paleontology. Lectures will consider, among other topics: classification of organisms, mode and tempo of evolution, geographic and temporal distribution of species, and ontogenetic variation. Labs will examine major fossilizable invertebrate groups, emphasizing interrelationship of form and function, and evolutionary significance of similarity. Three hours of lectures and two hours of laboratory. Field trips.

Requisite: Geology 11 or Biology 12. First semester. Professor Belt.

29. **Structural Geology.** A study of the geometry and origin of sedimentary, metamorphic and igneous rock structures which are the products of earth deformation. Emphasis will be placed on recognition and interpretation of structures through development of field and laboratory methodology. Three hours of lecture and five hours of laboratory each week.

Requisite: Geology 11. First semester. Professor Crowley.

30. **Mineralogy.** The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes mineral synthesis, X-ray diffraction, emission spectroscopy, differential thermal analysis. Three hours lecture, two hours directed laboratory.

Requisite: Geology 11, Chemistry 11 strongly recommended. Second semester. Professor Cheney.

31. **Optical Mineralogy and Petrography.** Part I considers the theory and practical methodology of optical crystallography as it pertains to common rock-forming minerals. Part II, Petrography, focuses upon the systematic description and classification of igneous, metamorphic and sedimentary rocks. The occurrence, associations, and distribution of rock types in specific geotectonic environments will be discussed. Laboratory work emphasizes the megascopic and microscopic identification of the common rock-forming minerals and rocks. Four hours of lecture and four hours of laboratory each week.

Requisite: Geology 30. First semester. Professor Cheney.

32. **Igneous and Metamorphic Petrology.** A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours class and three hours laboratory per week.

Requisite: Geology 31. Second semester. Professors Cheney and Crowley.

34. **Sedimentology.** A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary rocks and field application of principles. Three hours class and three hours laboratory each week.

Requisite: Geology 11. Second semester. Professor Belt.

38. Structural Analysis. A quantitative analysis of the dynamics and kinematics governing deformation in the earth's crust. Fundamental principles of deformation will be developed and followed, from the atomic scale to the scale of the earth's crust. These principles will be applied to the study of the tectonic architecture of mountain belts. Topics to be covered include stress and strain, deformation styles in space and time, and deformation styles as a function of pressure and temperature. Three hours of lecture and two hours of laboratory each week.

Requisite: Geology 29. Second semester. Professor Harms.

41. Physics and Chemistry of the Earth. The deep structure of the earth is primarily known not by direct sampling but rather by indirect physical and chemical signals observed at the surface. These signals include the earth's magnetic and gravity fields, heat flow, and seismicity as well as the chemistry of magmas and gasses vented at the surface. This course examines these signals in the context of the structure of a dynamic earth. Topics to be covered include: earth magnetism, paleomagnetism, gravity, seismology, heat flow, geochronology, isotope and trace element geochemistry. Three hours lecture each week.

Requisite. Geology 11, or Physics 16 or 32, or Chemistry 11 or 15 or equivalent. First semester. Professors Crowley and Harms.

43. Geochemistry. This course examines the principles of thermodynamics, via the methodology of J. Willard Gibbs, with an emphasis upon multicomponent heterogeneous systems. These principles are utilized to study equilibria gemane to the genesis and evolution of igneous and metamorphic rocks. Specific applications include: the properties of ideal and real crystalline solutions, geothermometry, geobarometry, and the Gibbs method—the analytic formulation of phase equilibria. This course also introduces the student to the algebraic and geometric representations of chemical compositions of both homogeneous and heterogeneous systems. Four class hours each week

Requisite: Geology 30, or Chemistry 12, or Physics 16 or 32. First semester. Professor Cheney.

46. Economic Geology. Origin, occurrence, distribution uses, and production of fossil fuels, metallic and nonmetallic ore deposits. Laboratory devoted to studies of important mining districts and their geologic relations, and to a solution of geologic problems related to their occurrence. Three hours class and two hours directed laboratory each week.

Requisite: Geology 29 and 32. Second semester. Professor Brophy.

77, D77, 78, D78. Senior Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to Seniors who meet the requirements of the Honors program. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental chairman is required. First and second semesters. The Staff.

GERMAN

Professor White, Associate Professor Brandes (Chair), Assistant Professors Rogowski and Schütz.

Major Program. Course requirements for majoring in German consist of German 10 and 15 or 16 (or their equivalent), plus a minimum of six further German courses above the level of German 5.

The objective of the major in German is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German speaking countries: The Federal Republic of Germany, the German Democratic Republic, Austria and Switzerland. To foster awareness and understanding of a culture different from our own, departmental courses are often interdisciplinary in approach, introducing art and music, historical background, social issues, and other cultural concerns as well as intensive analysis of literary works. While the Department offers effective preparation for graduate study in German language and literature, its primary aim is more broadly humanistic and cross-cultural. The major in German may lead to a variety of careers in international affairs, education, business, and government.

Students who plan to major in German or wish to spend a semester or a year in Germany should take at least one German course per semester during their first two years. Courses in European history and in other languages and literatures are also recommended.

A major in German will take a written or oral comprehensive examination during the second semester of the Senior year. This examination is designed to test the student's knowledge and interpretive skills in German language, literature, and general culture. A Departmental Reading List will be provided to aid in preparing for this examination. Majors are urged to secure this Reading List as early as possible in their academic career, and to select their courses in such a manner as to fill existing gaps. Substitutions for certain works on the Reading List are permitted but require the Department Chair's approval by the beginning of the semester in which the student will take the Comprehensive Examination.

Majors should supplement their German courses by courses in other European languages and literatures, ancient or modern, and in European history, philosophy, and the arts. They are encouraged to read additional works of major German-language authors, to be familiar with the most important aspects of the political history of the German-speaking countries, and to consider a semester or year of study in a German-speaking country.

Because the Department stresses mastery of all four language skills (understanding, reading, speaking, writing), German majors should plan their curriculum so as to allow time for participation in activities such as the weekly German lunch table (Deutsche Gesprächsrunde), films and discussions following these, and special activities of the German section of Porter House.

Honors Program. In addition to the courses required for a *rite* major, candidates for Honors must complete German 77 and 78, and must present a thesis.

The aim of Honors work in German is to offer the candidate the opportunity (a) to explore a chosen field or fields through a more extensive program of readings than is possible in course work; (b) to organize material along historical or analytical lines, usually in the form of a thesis or essay; (c) to acquire a general view of the history and development of German literature or language.

Each candidate will present a thesis or essay on an approved topic. The quality of the thesis, together with the result of the comprehensive examination, will determine the level of Honors for which the Department will recommend the candidate.

Prizes are awarded annually for superior achievement in German courses and for individual initiative benefiting German studies at Amherst.

1. Elementary German I. This year for the first time we will use the BBC multi-media course *Deutsch direkt.* Based on authentic dialogues and interviews with native speakers from all walks of life, the video and audio programs will serve as a first-hand introduction to Germany and Austria and will encourage students to use everyday language in a creative way. Text and audio-visual materials emphasize the mastery of speaking, writing and reading skills that are the foundation for further study. Three hours a week for explanation and demonstration, two hours a week in small sections plus laboratory drill for oral practice.

First semester. Professor Schütz and Staff.

2. Elementary German II. A continuation of German 1, with increased emphasis on reading of selected texts. Three class meetings per week plus two additional conversation hours in small sections, with individual work in the language laboratory.

Requisite: German 1 or equivalent. Second semester. Professor Schütz and Staff.

5. Intermediate German. Systematic review of grammar, aural and speaking practice, discussion of video and television programs, and reading of selected texts in contemporary German. Stress will be on the acquisition and polishing of verbal, reading, writing, and comprehension skills in

German. Three hours per week for explanation and structured discussion, plus two hours per week in small sections for additional practice with German Language Assistants.

Requisite: German 2, two years of secondary-school German or the equivalent. First semester. Professor Rogowski and staff.

10f. Advanced Composition and Conversation. Practice in free composition and analytical writing in German. Exercises in pronunciation and idiomatic conversation. Supplementary work with audio and video materials. Oral reports on selected topics and reading of literary and topical texts. Conducted in German. Three hours per week, plus two additional hours in small sections and in the language laboratory.

Requisite: German 5 or equivalent, based on departmental placement decision. First semester. Professor Brandes and Staff.

10. Advanced Composition and Conversation. Same description as German 10f.

Second semester. Professor Rogowski and Staff.

12. Advanced Reading, Conversation, and Style. Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel*, essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, Bettina Wegner, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Round-table discussions, oral reports and structured composition exercises. Students will also view unedited television programs and listen to recordings of political and scholarly speeches, cabaret, protest songs and to authors reading from their own works. Conducted in German. Three class hours per week, plus an additional hour in the language laboratory.

Requisite: German 10 or equivalent. Second semester. Professor Brandes.

GERMAN LITERATURE AND CULTURE

15. German Cultural History to 1800. An examination of cultural developments in the German tradition, from the Early Middle Ages to the rise of Prussia and the Napoleonic Period. We shall explore the interaction between socio-political factors in German-speaking Europe and works of "high art" produced in the successive eras, as well as Germany's centuries-long search for a cultural identity. Literature to be considered will include selections from Tacitus' *Germania*, the *Hildebrandslied*, a courtly epic and some medieval lyric poetry; the sixteenth-century *Faust* chapbook and other writings of the Reformation Period; Baroque prose, poetry, and music; works by Lessing and other figures of the German Enlightenment; Sturm und Drang, including early works by Goethe, Schiller, and their younger contemporaries. Slides, book illustrations, and recordings will provide examples of artistic, architectural, and musical works representative of each of the main periods. Conducted in German.

Requisite: German 10 or equivalent. First semester. Omitted 1988-89.

16f. German Cultural History from 1800 to the Present. A survey of literary and cultural developments in the German tradition from the Romantic Period to contemporary trends. Major themes will include the Romantic imagination and the rise of nationalism in the nineteenth century, the literary rebellion of the period prior to 1848, Poetic Realism and the industrial revolution, and various forms of aestheticism, activism, and myth. In the twentieth century we shall consider the culture of Vienna, the "Golden Twenties," the suppression of freedom in the Nazi state, issues of exile and inner emigration, and the diverse models of cultural reconstruction after 1945. Authors represented will include Friedrich Schlegel, Brentano, Heine, Büchner, Hegel, Marx, Nietzsche, Heinrich and Thomas Mann, Kafka, Brecht, Grass, Wolf, and Handke. Music by Schubert, Wagner, Mahler, and Henze; samples of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. First semester. Omitted 1988-89.

18. German Poetry from Goethe to the Present. Close analysis of German verse from 1770 to the current era, including poems by, among others, Goethe, Hölderlin, Heine, Eichendorff, C. F. Meyer, Stefan George, Hofmannsthal, the Expressionists, poets of the Weimar Republic, and of the post-World-War II period. Occasional listening assignments to German *Lieder*, based on such poetry. The course will emphasize basic approaches to the study and enjoyment of verse, and will examine, through supplemental critical readings, major trends in the creation and interpretation of German poetry. Conducted in German.

Requisite: German 15 or 16 or consent of the instructor. Second semester. Professor White.

21. Germany in the Age of Reformation. An examination of literary, political, theological, and artistic events and trends in early sixteenth-century Germany. Close study of selected writings of Martin Luther, Ulrich von Hutten, Thomas Müntzer and others, including samples of Luther's translation of the Bible. A survey of Reformation history and the Peasants' Revolt, the impact of Gutenberg's invention on history and culture, and the artistic careers of Dürer, Lucas Cranach Sr., Grünewald, Holbein and others. Conducted in German.

Requisite: German 15 or 16 or consent of the instructor. First semester. Professor White.

23s. German Culture of the Eighteenth Century. An exploration of writing and the fine arts in eighteenth-century Germany, with emphasis on drama, fiction, essays, and the interaction of socio-political forces, art, music and language. Selected readings in Gottsched, Lessing, Winckelmann, Wieland, Klopstock, the young Goethe, and others. Occasional listening assignments in J.S. Bach and Mozart. Conducted in German.

Requisite: German 15 or 16 or consent of the instructor. Second semester. Professor Brandes.

25. German Romanticism. An examination of the changing aesthetic climate in Germany around 1800; the emergence of a new mode of imagination and artistic vision. Close study of selected Romantic poetry and prose against a background of related developments in philosophy, religion, and the arts. Texts by Wackenroder, Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann, and others. New concepts of irony, wit, myth, and symbol as formulated in the theories of the Schlegels. Romantic painting: Runge, Friedrich, and the Nazarenes. Romantic music and the Lied: Weber, Schubert, Schumann, and Mendelssohn. Conducted in German.

Requisite: German 15 or 16 or equivalent. First semester. Omitted 1988-89.

27. The Age of Goethe. A study of what Heine called the "art period" of Classical German literature, from the late eighteenth century to the 1830s. We will focus primarily on the aesthetic achievements of Goethe, Schiller, and Hölderlin, considering "high art" in the intellectual and political context of Idealism and German Enlightened Absolutism, distinguishing it from early Romantic concepts as well as from German Jacobine activism as influenced by the French Revolution. Readings will include Goethe's *Egmont, Iphigenie, Römische Elegien,* and *Faust I;* Schiller's *Die Räuber, Maria Stuart* or *Wallenstein; Hölderlin's Hyperion* and several of his poems; essays and manifestos by Kant, Fichte, and Forster. In addition, there will be listening assignments in Mozart's *Die Zauberflöte* and selected *Lieder* of the period. Conducted in German.

Requisite: German 15 or 16 or equivalent. First semester. Omitted 1988-89.

28. Young Germany, Poetic Realism, and Naturalism: German Literature of the Nineteenth Century. A study of German literature in its cultural context from Post-Romanticism to the *Kaiserreich* era. We will discuss the activism of "Young Germany" before the 1848 Revolution and contrast it with the *Biedermeier* counter-movement, then consider the Restauration and the literature of Poetic Realism. Finally, the course will investigate the tensions between Realism and the aesthetic "revolution" of Naturalism. Emphasis on the influence of Hegel, Marx, and other philosophers. Literature by Heine, Büchner, Grillparzer, Droste-Hülshoff, Hebbel, Keller, Hauptmann, and Fontane. Occasional listening and viewing assignments. Conducted in German.

Requisite: German 15 or 16 or equivalent. Second semester. Omitted 1988-89.

34. Postwar German Literature, East and West. An investigation of the major literary developments in German-speaking countries since 1945, viewed within the context of contemporary political and social history. Topics to be discussed, as reflected in the readings, include coming to terms with the Nazi past, problems of affluence, the division of Germany, the threat to civil rights posed by terrorism and the reactions to it and the peace movement. Readings will be chosen in various genres, including experimental texts, from works by authors such as Günter Grass, Heinrich Böll, Peter Handke, Martin Walser, Alexander Kluge and Gabriele Wohmann in the West, and Anna Seghers, Christa Wolf, Günter Kunert, Volker Braun, Ulrich Plenzdorf and Heiner Müller in the East. Conducted in German.

Requisite: German 15 or 16 or equivalent. Second semester. Omitted 1988-89.

35. Studies in Twentieth-Century German Fiction. An examination of significant trends in twentieth-century prose fiction within the context of social and political change. Emphasis will be placed on close textual analysis in order to develop understanding of narrative techniques and trace the evolution of new forms of narration. Readings will include a variety of shorter prose works and at least one novel, by such major authors as Thomas Mann, Kafka, Alfred Döblin, Robert Musil, and others.

Requisite: German 15 or 16 or equivalent. First semester. Omitted 1988-89.

38f. German Drama of the Twentieth Century. Studies in German drama of the period with emphasis on the Expressionists, Brecht, and post-World War II dramatists. Conducted in German.

Requisite: German 15 or 16 or consent of the instructor. First semester. Professor Rogowski.

40. Advanced Seminar. A course designed for the intensive study of a topic in the German literary, cultural, and historical tradition, or of a single author. The seminar is intended for German majors and other students who have solid command of the language. The course's topic will change from year to year. Topic for 1988-89: The literary and political career of Thomas Mann.

Requisite: German 15 or 16 or consent of the instructor. Second semester. Professor White.

COURSES OFFERED IN ENGLISH

42. Culture and Politics in the Weimar Republic. An exploration of literature, drama, music, and painting in Germany during the period 1918-1933, with emphasis on the interaction of art and politics. Readings, listenings, and viewings of works by such figures as Brecht, Thomas and

Heinrich Mann, Tucholsky, Schönberg, Berg, Hindemith, Beckmann, Barlach, and Nolde. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1988-89.

51. Vienna 1890-1914. Austrian culture experienced a notable cultural flowering at the turn of the century. Eminent figures from Vienna and the various regions of the multi-national Habsburg Empire contributed to this late cultural renaissance. In the context of the social and political background we shall study representative examples of their work, particularly in literature (Schnitzler, Hofmannsthal, Musil, Karl Kraus, Rilke, and Kafka), music (Bruckner, Mahler, Richard Strauss, Schönberg, Berg, and Webern), and the visual arts (Klimt, Schiele, and Kokoschka). We shall also discuss the significance of such figures as Freud, Wittgenstein, Herzl, and Bertha von Suttner. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Not open to Freshmen. First semester. Omitted 1988-89.

52. Kafka, Brecht, and Thomas Mann. Representative works by each of the three contemporary authors will be read both for their intrinsic artistic merit and as expressions of the cultural, social, and political concerns of their time. Among these are such important topics as the dehumanization of the individual by the state, man caught between conflicting ideologies, and literature as admonition, political statement, or escape. Readings will include short works and aphorisms by Kafka, "The Judgment," "The Metamorphosis," *The Trial* and *The Castle;* poems, short prose, and plays by Brecht, e.g., *Drums in the Night, The Three-Penny Opera,* and *Galileo;* fiction and essays by Mann, including "Tonio Kröger," "Death in Venice," *Buddenbrooks.* Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1988-89.

54. Nietzsche and Freud. Modern thinking has been profoundly shaped by Nietzsche's radical questioning of moral values and Freud's controversial ideas about the unconscious. The course explores some of the ways in which German literature responds to and participates in the intellectual challenge presented by Nietzsche's philosophy and Freud's psychoanalysis. Readings include seminal texts by both of these figures as well as works by Rilke, Thomas Mann, Musil, Schnitzler, and Expressionist poets. Readings and discussions in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Rogowski.

56f. The Artist as Anti-Hero from Goethe to the Present. The course investigates the role of art and the artist in society through a study of Romantic, Realist, early Modernist and post-World War II literary portrayals: the artist as outsider, prophet, madman, criminal, visionary, traitor. Readings will include drama and fiction by Goethe, E.T.A. Hoffmann, Georg Büchner, Thomas Mann, Kafka, Paul Hindemith, Siegfried Lenz, Günter Grass, and Christa Wolf. Occasional listening assignments and movies. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Professor White.

77, 78. Senior Honors.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

HISTORY

Professors Bezucha, Campbell, Cheyette, Czap, Davis, Dennerline, Greene, Halsted, Hawkins (Chair), Levin, Moore, and Petropulos*; Professor Emeritus Commager, Simpson Lecturer; Visiting Professors Crowder and Gundersheimer; Associate Professors Couvares and Servos; Assistant Professors Hunt and Redding.

The study of History offers perspective on our lives in the present by comparing and contrasting them with the experience of diverse peoples in the past. It allows us to comprehend the distinct otherness of past individuals and societies; it also permits us to recognize the continuities that connect the experience of different peoples over time.

History Department offerings introduce students to the study of historical change and to a variety of both traditional and innovative types and techniques of historical investigation.

The student majoring in History should develop both a knowledge of the past and skill in the historian's craft.

Major Program. The History major program is designed to foster the forms of understanding outlined above. All History majors are required to take at least eight courses. One of these must be History 11, taken preferably during Freshman or Sophomore year, and another must be History 90, the Junior seminar for all History majors. Students who plan to be away from Amherst during the second semester of the Junior year are encouraged to take History 90 in the Sophomore year, although the requirement may be completed in the Senior year. Honors majors will fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their honors essays.

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*On leave 1988-89.

The Department requires two particular courses of all majors, History 11 and History 90, for the purposes of emphasizing essential dimensions of historical theory and practice and of enabling History majors to share a common intellectual experience. History 11, the Introduction to History, is designed to act out some of the ways by which a comparative historical consciousness, sensitive to the realities of change, continuity and variety in human affairs, can illuminate a significant theme or movement in history. History 90, the Junior seminar in History, is designed to provide an opportunity for students with considerable experience in historical study to reflect together on the relationship between historical theory and practice.

Based on our judgment that historical knowledge is knowing what is different and what is similar, the Department has devised the following requirements in order to ensure the geographical and chronological breadth in a History major program. In making their course selection, students are expected to take courses in at least three of the following seven geographically-defined areas: United States, Medieval and Early Modern Europe, Modern Europe, Middle East, Middle East and Africa, Africa and the Caribbean, and East Asia. Majors are also expected to elect at least one course primarily concerned with pre-nineteenth-century history.

Each major in the first semester of the Junior year will designate one of the listed geographical areas as a field of primary interest or, with the approval of the advisor, will designate a field of a comparative or topical nature. Students are expected to take at least three courses in their designated field of concentration.

Comprehensive Examination. Students writing honors theses thereby fulfill the Department's comprehensive requirement. Other majors will be expected to have demonstrated before the middle of their last semester a comprehensive knowledge of their primary fields of interest in two essays to be read by an evaluating committee of the Faculty. The mode of evaluation need not be the same for all majors and may be designed individually to test the skills each student has developed.

Honors Program. Students who are candidates for honors will normally take two courses, History 77 and History 78, in addition to the eight courses required of all majors. With the approval of their Departmental advisor, honors candidates may also take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her honors project.

Unless otherwise specified, all courses are open to Freshmen.

11s. Introduction to History: Symbolic Events and Texts. The Introduction to History is intended to introduce students to the history of the modern world, to give them the basis for looking comparatively at events and societies in several geographical areas, and to provide them with the conceptual and methodological tools for pursuing more advanced historical studies. This year the course will focus on the ways in which events and/or texts become invested with symbolic meaning, how they come over the course of time to be seen as possessing special historic importance, and how particular interpretations or constructions of past events or texts become forces in history themselves. Likely topics include: The building of the Panama Canal and the foundation of the Zulu State. Three meetings per week.

Required of all History majors. Second semester. Professors Cheyette, Dennerline, Redding, and Servos.

EUROPE

13. Medieval and Early Modern Society. An introduction to some major themes of western European history from late antiquity through the seventeenth century. Lectures will cover such topics as demographic patterns, social classes, family life, moral ideals, political and economic organizations. Through a reading of the works of some great historians we will also explore the ways in which Europeans have conceived of this thousand years of historical experience. Three class meetings per week.

First semester. Professor Cheyette.

14. Modern Europe. An introduction to the history of Europe since the eighteenth century. Topics include: the old regime and the French Revolution; the Industrial Revolution; liberalism and nationalism in the development of modern nation states; imperial expansion; economic depression and totalitarianism in the era of the two world wars; the Cold War and the end of European colonialism. Lectures and discussions. Readings in major historical and biographical writings, and in representative works of social analysis and literature from the period. Two class meetings per week.

Second semester. Omitted 1988-89. Professor Halsted.

19. European Society in the Middle Ages. Through reading and discussing primary documents—chronicles, land conveyances, letters, law books, literary works, and the urban and rural landscapes of Europe—the course will explore the structure of peasant, aristocratic, and ecclesiastical societies between c. 1000 and c. 1250. Topics for discussion will include the Norman conquest of England, the Gregorian reform, early Capetian monarchy, economic development and urban growth around the Mediterranean. Emphasis will be placed both on the fundamental changes occurring during this seminar period of European history and on the radical differences between the way medieval Europeans imagined their society and the way we imagine our own. Frequent short papers.

First semester. Professor Cheyette.

20f. Culture and Society in the Italian Renaissance. How did Italian (particularly Florentine) individuals and groups generate, respond to, impose and incorporate change? This course considers that general issue through reading and discussion of primary sources and recent interpretations, as well as analysis of visual evidence. Selected topics may include: identity and autonomy; "popular" and "elite" reactions to epidemic disease and other major events; challenges to established authority; religion, ritual and social control; deviance and criminality.

First semester. Professor Gundersheimer.

21s. Government and Society in Western Europe, 1300-1600. How did the Old Regime come into being? This course will examine the four pillars of early-modern government—war, taxation, justice, and patronage—their institutional elaboration in courts, offices, orders, parliaments and Estates, and their ideological extensions in chivalry and courtesy, theories of estates and magistracies, right of resistance and constitutionalism, myths of kingship and divine right. These will be studied in the context of the Great Schism and Conciliar Movement in the Church, the Hundred Years War, and the Wars of Religion. Offered alternately with History 20. Two class meetings per week.

Second semester. Omitted 1988-89. Professor Cheyette.

22f. The Reformation Era, 1500-1660. The ideas of the great reformers (Luther, Calvin, Loyola) will not be neglected in this course but the primary emphasis will be on the relationship between religious ideas and social, political, and cultural change. Among the topics discussed will be the connection between Protestantism and the printing press, the role of doctrinal conflict in the evolution of urban institutions, and developments in early modern Jewish history. The role of religious ideas in sixteenth- and seventeenth-century mass movements (notably the Dutch Revolt and the English Revolution of 1640) will also be surveyed. Readings will include several classic interpretations of the Reformation but will be more heavily weighted toward recent works in sixteenth- and seventeenth-century social history, urban history, women's history, and the history of popular culture. Two class meetings per week.

First semester. Professor Hunt.

23. Popular Culture in Early Modern Europe. The course will explore the content of European non-elite ideas over the period approximately 1500 to 1800. Of special concern will be the role of the printing press in the first era of substantial non-elite literacy, the widening gap between "high" and "low" culture in the early modern period, the position of women, and the connection between "folk culture" and political activity. Readings will include recent works by Elizabeth Eisenstein, Carlo Ginzburg, and Natalie Davis, together with sixteenth-, seventeenth-, and eighteenth-century chap books, popular ballads, folk tales, magical spells and the like. Two class meetings per week.

First semester. Omitted 1988-89. Professor Hunt.

24. Modern European Thought. A seminar dealing with major themes and movements in European intellectual history from the era of Romanticism to the mid-twentieth century. Readings in works of philosophy, history, literature and criticism, and of social and political theory and analysis. Extended treatment will be given to two or three major intellectual figures such as Marx, Mill, Tocqueville, Nietzsche or Weber. Two class meetings per week.

Limited to twenty-five students. Second semester. Omitted 1988-89. Professor Halsted.

25s. The Era of the French Revolution. The history of Europe during the turbulent half-century of revolution and counterrevolution separating the ill-fated reign (1774-1792) of Louis XVI and the fall of Charles X, the last Bourbon ruler of France, in 1830. The course is divided into four units: the end of the Old Regime, the revolutionary decade, the dictatorship of Napoleon Bonaparte, and the failure of the Restoration. Special attention is given to the bicentennial commemoration of 1789. Lectures, discussion of selected readings, slides and videotapes, and essay assignments. Two class meetings per week.

Second semester. Professor Bezucha.

26. Modern European Social History. This course examines the transformation of European society from the end of the eighteenth century until the middle of the twentieth century. Special attention is given to revolution and warfare, industrialization and urbanization, gender-roles within social classes, and the relationship between learned and popular culture in daily life. Class discussion and essays using four kinds of texts: (1) attempts by historians to reconstruct the past; (2) contemporary written documents in which men and women speak for themselves; (3) literature; (4) art, photography, and motion pictures. Two class meetings per week.

Second semester. Omitted 1988-89. Professor Bezucha.

27s. Victorians and Edwardians. The people and culture of nineteenth-century England will be studied through recent biographical and historical works and through a wide range of writings from the period itself, including autobiographies, social criticism, novels, and poetry. Two class meetings per week.

Limited to twenty-five students. Second semester. Professor Halsted.

29. Europe at the Zenith of World Power. The history of Europe between the unification of Germany, a result of the Prussian-led victory over France in 1871, and the collapse of her Second Empire following military defeat by France and her allies in 1918. While the framework for this course is constructed of political, diplomatic, and military events, we will consider economic, social, and cultural matters. Lectures, discussion of selected readings, and essay assignments. Two class meetings per week.

First semester. Professor Bezucha.

30. Europe's Loss of World Hegemony. The history of Europe from the wave of domestic and international unrest that followed the Bolshevik Revolution in Russia in 1917, as well as the defeat of the German and Austro-Hungarian Empires in the Great War, to the impact of the OPEC oil embargo in the 1970s. Lectures, discussion of selected readings and videotapes, and essay assignments. Two class meetings per week.

Second semester. Professor Bezucha.

31s. The European Enlightenment. The Enlightenment was a critical seedbed for the development of modern Western thought. This course will focus first on the political, social, cultural and economic upheavals of late seventeenth-century England, France, and the Netherlands, that European *crise de conscience* out of which the Enlightenment emerged. The second part of the course will look at the Enlightenment as a distinctive philosophical movement, evaluating its relationship to science, to organized religion, to new conceptions of justice, and to the changing character of European politics. The final part will look at the Enlightenment as a broad-based cultural movement. Among the topics discussed here will be the role of Enlightenment ideas in the French Revolution, women and non-elites in the Enlightenment, and connections between the printing press, Enlightenment ideas and popular culture. The reading for the course will include works by Locke, Montesquieu, Voltaire, Adam Smith, Jean-Jacques Rousseau and Mary Wollstonecraft. Two class meetings per week.

Second semester. Professor Hunt.

35s. Modern Greece. An examination of modern Greek society from the fifteenth century to the present, with the focus on the imperialist contexts (Ottoman and modern) in which it developed and on the forms of adaptation and resistance to those contexts. Modern Greek attempts to relate effectively to the classical and Byzantine past will be considered as a vital part of this focus. Three class meetings per week.

Second semester. Omitted 1988-89. Professor Petropulos.

36. Seminar on European Cultural History Since 1750. A detailed examination of a selected topic on the cultural history of Europe since the end of the eighteenth century. The specific focus of the course changes each time it is offered. One class meeting per week.

Not open to Freshmen. Limited to twenty students. Second semester. Omitted 1988-89. Professor Bezucha.

37. Russia: A History of Russia Until Approximately 1880. An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. Three class meetings per week.

First semester. Professor Czap.

38. Russia: A History of Late Imperial and Soviet Russia. Russia during the period of industrialization and constitutional monarchy; the revolutions of 1917; the reestablishment of social order and the development of Russian society under the Communist Party into the 1930s. Emphasis throughout on the development and transformation of social and political structures. Three class meetings per week.

Second semester. Professor Czap.

39. Topics in Russian History. The topic changes from year to year. Knowledge of Russian history, literature, or language will be helpful but not necessary.

Not open to Freshmen. First semester. Omitted 1988-89. Professor Czap.

ASIA

43. Chinese Civilization in Historical Perspective. A study of the classical roots of Chinese statecraft, philosophy, religion and literature before the modern era in social and political context. Beginning with the *Shih Ching (Book of Songs)*, we will use the classical texts of Confucianism, Taoism, and Buddhism, historical narrative, biography, poetry, the arts and popular traditions as windows into Chinese culture. Modern as well as traditional interpretations will help to establish the affinities and the frustrations that Chinese feel with respect to their classical roots in comparison with modern and Western ways. Three class meetings per week.

First semester. Professor Dennerline.

45s. Modern China. A survey of modern Chinese history from the Ming dynasty (1368-1644) to the present. Major themes include continuities and discontinuities in political structure, the role of intellectuals, the peculiar dynamics of the Chinese urban-rural relationship, the family and other aspects of Chinese culture through the period of Western imperialist expansion, republican and Communist revolution and socialist reconstruction. Three class meetings per week.

Second semester. Professor Dennerline.

46f. Topics in Modern Chinese History. This year's topic is: Democracy and Reform. The "democracy movement" in the People's Republic of China began with the relaxation of ideological guidelines concerning literary expression and debate that accompanied economic reform after the death of Mao. The limits of democracy and the direction of reform have been at issue ever since. The purpose of this course is to place the issue in historical context, comparing the contemporary problem with the problems addressed by economic planners and political thinkers in the late nineteenth century and in the 1930s. Seminar format. One class meeting per week.

First semester. Professor Dennerline.

47. Japanese History to 1600. An introduction to the distinctive ideas, society, polity, and culture of early Japan. Through lectures, readings and discussion, the course will explore critical problems of Japan's early history: Shinto mythology and the origins of Japanese civilization; the influence of T'ang China and Buddhism on the formation of the early imperial state in the seventh and eighth centuries; the Heian courtly tradition as reflected in the tenth-century literary works of women; the rise of a new warrior class (samurai) and their culture of Zen, tea, and the sword; civil war and unification under the Tokugawa Shogun in the sixteenth and seventeenth centuries; and the first encounter with the West. Two class meetings per week.

First semester. Professor Moore.

48. Japan Since 1600. The course examines Japan's emergence in the nineteenth century from more than 200 years of self-imposed isolation, the process of political and economic modernization, and the attempt to find a secure and significant place in the Western-dominated world of the twentieth century. Lectures, readings and discussions will focus on the formation of a modern state, industrialization, Western imperialism and the rise of Pan-Asianism, the great depression and the rise of military government in the 1930s, postwar Japan under U.S. military occupation, and problems of rapid economic growth in recent years. Two class meetings per week.

Second semester. Professor Moore.

49. Postwar Japan. The course will study the postwar transformation of Japan from a world military power to a "pacifist, mercantilist regime." We will examine the basic political, social, and economic changes imposed by the American military occupation, 1945-52; the origins of the Japan-U.S. alliance; the causes of Japan's economic "miracle" in the 1960s and 1970s; Japan's responses to growing pressure from its major trading partners in the 1980s; the challenges of being "Asia's new giant" without fully rearming; and major problems of post-industrial society. Two class meetings per week.

First semester. Professor Moore.

50f. Topics in Modern Japanese History. The topic changes from year to year.

First semester. Omitted 1988-89. Professor Moore.

MIDDLE EAST

51. The Middle East from 600 to 1300 A.D. An historical examination of Islamic civilization, its origins, its nature, and its development. Special attention will be given to the dynamism and diversity of Islamic civiliza-

tion during this period and to the respective contribution of Arabs, Persians, and Turks to it. Two class meetings per week.
First semester. Omitted 1988-89. Professor Petropulos.

52. The Middle East from 1300 to the Present. From the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on Western penetration of the Middle East and indigenous responses to such penetration. The course will also focus on the twentieth-century quest for self-determination by Arabs, Jews, Persians, and Turks. Two class meetings per week.
Second semester. Omitted 1988-89. Professor Petropulos.

53. The History of Israel I. This course will consider aspects of the Jewish experience in modern Europe; the origins and development of Zionism in Europe and Palestine; the triangular relationship amongst the British, the Zionists and the Palestinian Arabs during the period of the British Mandate for Palestine; the Holocaust and the postwar Jewish refugee crisis; and the creation of Israel. Two class meetings per week.
History 53 is a requisite for History 54. First semester. Professor Levin.

54. The History of Israel II. This course will consider the history of the state of Israel since its creation in 1948. Among the topics to be considered are the War for Independence and the Palestine refugee issue, mass Jewish immigration to Israel and resulting tensions between European and non-European Jews, Ben Gurion's statism, the origins of the Sinai and Six Day Wars, the religious question in Israel, American-Israeli relations, and the dilemma of the occupied territories and Palestinian-Israeli hostility in post-1967 Greater Israel. Two class meetings per week.
Requisite: History 53. Second semester. Professor Levin.

UNITED STATES

55s. Culture and Community: The Worlds of Emerson, Dickinson, and Thoreau. This course seeks to bring together social history and literary history by examining major figures of the American Renaissance—Ralph Waldo Emerson, Henry David Thoreau, and Emily Dickinson—in the context of the communities in which they lived and wrote: Concord and Amherst, Massachusetts, in the nineteenth century. We will begin with intensive readings of literary texts, addressing New England Transcendentalism not only as a religious and philosophical perspective but also as a critical response to a world undergoing radical social change. The course will then move out to consider the biographies of the writers and to explore the ways their lives intertwine with important themes in the history of their communities. Among the subjects to be examined are the social structure of country towns, the character of family life and women's roles, education and the transmission of culture, and politics and anti-slavery. The reading for the course will consist largely of primary sources—literary works, autobiographies and memoirs, diaries, tax and census records, school reports, and newspapers—and in the process of examining them students will gain experience in methods of social history, as well as discussing the substantive ideas and issues of the course. One class meeting per week.

Not open to Freshmen. Limited to twenty students. Second semester. Omitted 1988-89.

56. **Twentieth-Century America.** The course broadly traces United States social, political, and intellectual history from 1919 to the present, with emphasis on tensions between liberal ideology and trends toward centralization and collectivization. Among topics considered: the decline of Progressivism, Herbert Hoover's associationalism, New Deal and Fair Deal, the debates over relativism and pluralism, McCarthyism, the civil rights movement, Black Power, the counterculture, the New Left, the domestic experience of war, Watergate, the energy crisis, and Reaganomics. Lectures, discussions, and film showings. Three class meetings per week.

Second semester. Professor Hawkins.

57. **Seminar in Southern History.** Selected topics with emphasis on forces that have affected Southern particularism. The course will concentrate on the antebellum South, beginning with the era of the American Revolution. Emerging social patterns will be compared with those in the rest of the nation. After treating the rise of the cotton economy, modifications in the system of slavery, black and white ideologies, class relationships within racial groups, gender-based identities, and the origins of the Civil War, the course will conclude with the reading of a Southern novel of the 1850s. Two class meetings per week.

First semester. Omitted 1988-89. Professor Hawkins.

58. **The Rise of Mass Culture.** A survey of the history of modern commercial culture. The course considers the emergence of urban consumer markets and of specialized forms of production and distribution of "leisure goods" during the nineteenth century. The course will emphasize the last one hundred years in Europe and especially in the United States and will examine the continuing debate over the meaning and "impact" of mass culture. Topics will include advertising, department stores, popular music, television, and the automobile and "roadside culture." Special attention will be paid to motion pictures as a case study of modern cultural production. Two class meetings per week.

Second semester. Omitted 1988-89. Professor Couvares.

59. **Nineteenth-Century America: The Emergence of a Modern Society.** American social history from 1790 to 1860: the transformation of America

from a largely rural and localistic society based on authority and tradition into an expansive, competitive one, propelled by individualism and technological change. The major themes are progress—its costs and benefits—and the emergence of "modern" attitudes toward life. Topics include: the "demographic transition" and migration; economic growth and the beginnings of industrialization; the democratization of American politics; the role of religion in social change; urbanization; and the evolution of Victorian culture and "the cult of domesticity." The problem of slavery and the persistence of white racism are treated as tests of modern rationality. Three class meetings per week.
First semester. Omitted 1988-89. Professor Couvares.

60f. Nineteenth-Century America: The Response to Industrialism. A survey of social history from 1850 to 1900. On the eve of the Civil War the United States was just embarking on its career as a modern industrial state. By the turn of the century, industrial society had matured; the large organization—the national corporation, the university, the professional organization, the political machine—dominated the social landscape. This course traces the elaboration of industrial society, with emphasis on the economic development, social tensions, and ideological confusions it produces. Topics include: urbanization, immigration, and ethnic politics; class conflict, domesticity and women's roles; race relations; the political and economic crises of the 1890s, the rise of nationalist imperialism and organized reform; and the emergence of mass culture. Two class meetings per week.
First semester. Professor Couvares.

61. American Diplomatic History I. A study of the domestic and the international determinants of America's role in world politics from the Revolution to America's emergence as a world power in the early twentieth century. Among the topics to be considered are ideology and foreign policy in the early Republic, the origins and evolution of the Monroe Doctrine, American expansion on this continent and across the Pacific, the American Civil War, America and late nineteenth-century imperialism, Theodore Roosevelt and world politics, and the diplomacy of Woodrow Wilson. Two class meetings per week.
First semester. Omitted 1988-89. Professor Levin.

62. American Diplomatic History II. A study of the domestic and the international determinants of America's role in world politics from the First World War to the Eisenhower Administration. Among the topics to be considered are War, Revolution and Wilsonian diplomacy; Wilson's efforts to create a liberal world order at the Paris Peace Conference of 1919; the League of Nations controversy in American politics; the question of American isolationism in the 1920s; the response of New Deal diplomacy to the Depression, the rise of fascism and the breakdown of the Versailles world order; isolationism, internationalism and American entry into the Second World War; the origins of the Cold War; the creation of the containment doctrine and its globalization amid the domestic and the international pressures caused by the Chinese Revolution and the Korean War; and Eisenhower, Dulles and the Soviet-American strategic and diplomatic rivalry. Three class meetings per week.

Second semester. Professor Levin.

63. **American Intellectual History: Topics in Current American Constitutional History.** The seminar will explore six current controversies in the political and constitutional arena. (1) Is Federalism obsolete? (2) Is Judicial Review compatible with democracy? (3) Should the "establishment of religion" clause in the First Amendment be interpreted to create a "wall of separation" between Church and State? (4) What is the meaning of the "general welfare" clause? (5) What is, and what should be, the meaning of "equal protection of the laws"? (6) Should we have a new Constitutional Convention to amend, revise, or rewrite the Constitution? The text will be *The Federalist Papers.* One two-hour seminar per week.

Open to Juniors and Seniors with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

64. **American Diplomatic History III.** A study of the domestic and the international determinants of America's role in world politics from the Kennedy Administration to the present. Among the topics to be considered are Vietnam, Latin America, nuclear diplomacy and great power interaction at the height of America's liberal globalism under Kennedy and Johnson; the response of Nixon and Kissinger to the Vietnam War, conflict in the Middle East and Africa, the Chinese-Soviet-American triangular relationship, the nuclear balance and changes in the world political economy; and the response to the lessons of Vietnam in the diplomacy of Ford, Carter, and Reagan. Three class meetings per week.

Not open to Freshmen. Second semester. Omitted 1988-89. Professor Levin.

65. **Labor in America.** An intensive survey of wage labor from the dawn of industrialism to the present, this course will explore the roles of gender, family, ethnicity and culture in the making of the working class. It will also attend to the traditional subject of labor history, i.e., union organization. Topics will include craft unionism, the Knights of Labor, the AFL, Debs and Socialism, scientific management, the CIO and the New Deal, communism and anti-communism in the labor movement, and the fate of unionism in the post-industrial, "high-tech" world. With the help of theories of labor segmentation, we will explore some themes comparatively. Readings will include such original sources as letters of "mill girls" and autobiographies of labor leaders, as well as historical studies of industrial communities, immigration, and class conflict. Two class meetings per week.

Requisite: History 56 or 59 or 60. Limited to twenty-five students. First semester. Omitted 1988-89. Professor Couvares.

66. Seminar in American Social and Intellectual History: The Organization of Knowledge. An investigation of connections between institutional forms and the preservation, transmission, and creation of knowledge, emphasizing movements toward specialization in higher education and the professions. After readings in selected primary documents and recent scholarship, students will undertake major research papers. One two-hour meeting per week.

Second semester. Professor Hawkins.

67s. Seminar in Recent American History. Students will pursue in depth topics in social, political, economic, and intellectual history and lead seminars which they have helped plan. In addition, the group will pursue a core of common readings. The course offers the opportunity to write a major research paper, including preliminary prospectuses and drafts. One two-hour meeting per week.

Second semester. Omitted 1988-89. Professor Hawkins.

68f. Seminar in American Intellectual History: The Bill of Rights. This seminar will explore the concept of rights in society, the incorporation of that concept into Constitutions, and the role of the courts in explaining and preserving those rights. It will address the nature of freedom of speech, press and religion; due process of law, the nature of equality, and of equal protection of the laws; the relation of the military to the civil authority; and newly emerging problems of capital punishment, privacy, reverse discrimination, and the issue of judicial review in a democracy; and of possible constitutional reforms or adjustments to adapt an eighteenth-century Constitution to current and future problems. One two-hour seminar per week.

Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

AFRICA

69s. Introduction to South African History. This course will explore major themes in the history of a troubled country. The ruling racial and ethnic oligarchy of South Africa makes this country unique in the postcolonial world. The economics of South African racism fuels a continuing international debate. The course will provide historical perspective on the current debate over apartheid by examining the archaeological and anthropological evidence regarding the indigenous cultures, the initiation and expansion of white settlement and African resistance, the effects of gold-mining and international capital, and African nationalism and cultural responses to apartheid. Two class meetings per week.

Second semester. Omitted 1988-89. Professor Redding.

70f. Topics in African History. The subject of this seminar will change from year to year. In 1988-89 the topic will be "The Creation of Racial

Hegemony in South Africa, 1836-1936." Did the early frontier racism of the Afrikaans trekboers (farmers) and their conflicts with Xhosa and Zulu indigenous people lay the foundations of twentieth-century apartheid? Or was it only with the rapid industrialization of the South African economy post-1870 that systematic racism emerged? We will look at the intellectual and material roots of white supremacy in South Africa, concentrating on the period between the Great Trek in 1836 and the passage of legislation which severely circumscribed the political rights of Africans in 1936. There will be some comparative consideration of other white settler colonies, frontiers, and racially-stratified labor forces. One meeting per week.

Limited to twenty-five students. First semester. Professor Redding.

71. State and Society in Africa Before the European Conquest. Africa has been called by one historian the social laboratory of the human species: that continent has been the birthplace of the oldest and most various civilizations on the earth. Art, trade, small-scale manufacturing, medical knowledge, religion, history and legend all flourished before the formal political take-over of the continent by Europeans in the nineteenth century and continue to have a decisive impact on African societies today. It is the variety of social organization in Africa in the period before 1885 that this course will examine. We will discuss the establishment of the Coptic kingdom in Ethiopia, the development of state systems in black Islamic societies and in Southern Africa, and the workings of so-called stateless societies in West Africa and the Congo (Zaire) River basin. The readings will be primarily from studies written using oral traditions and histories, and there will be some discussion of the problems of studying African societies of the past which kept no written records. Two class meetings per week.

First semester. Professor Redding.

72f. Twentieth-Century Africa. This is a general history of Africa from the late nineteenth century to the present day. Africa is a continent of great variety—in social forms, in economic means and in historical background. Our approach will be topical rather than chronological. We will study methodological problems; the integration of African societies into the world economy; the religious, social and ecological impact of imperialism; and the anticolonial struggles and post-colonial African states. The persistent antagonism between various forms of the state and the majority of African people will be emphasized. Three class meetings per week.

First semester. Omitted 1988-89. Professor Redding.

LATIN AMERICA AND THE CARIBBEAN

73. Caribbean History. This course will see the Caribbean as an area of European expansionism, identifying systems such as the *encomienda*, the

Repartimiento and the institutional complex of the plantation slave economy, its eventual abolition and the transition of the society from slavery through colonialism to independence. It will deal with post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society, the growth of trade unions and their interrelationships with political parties, the movement toward Federation, its failure, and the independence trend making for fragmentation. Attention will be paid to the new linkages being forged in the area. The approach at times will be island specific (French, Spanish, English, Danish, Dutch), or thematic. Two class meetings per week.

First semester. Professor Campbell.

74. Topics on the Caribbean and Latin America. The topic for spring 1989 will be: A History of Belize from the Maya Civilization to the Present. Two class meetings per week.

Second semester. Professor Campbell.

75s. Seminar on Peoples and Cultures of the Caribbean. The Caribbean is a multi-cultural area arising from its ethnic diversity, encompassing Europeans, Africans, Amer-Indians, Black Caribs, Asians and others. This course will combine popular culture, folklore, and social history by examining movements such as Rastafarianism, *vaudum, santeria, pocomania,* the *Shango* cult, as well as the social content of certain musical forms like the Reggae, the Calypso, the *Son,* the *Mambo,* the *Merengue* among others. Films, art objects, readings, discussions and guest lectures. One class meeting per week.

Second semester. Omitted 1988-89. Professor Campbell.

76f. Trade and Plunder in Latin America and the Caribbean. The course will deal with the Age of European mercantile expansionism in the region. Topics to be discussed will include the role of merchant capital in the organization of different forms of servile labor, and the rise and growth of certain cities (Cartagena, Vera Cruz, Porto Bello, Panama, Havana, Port Royal, etc.) and their interactions with the outside world and the hinterlands. Attention will also be given to the part these cities played in the eventual development of Creole societies in the region. One class meeting per week.

First semester. Professor Campbell.

COMPARATIVE HISTORY, THE HISTORY OF SCIENCE, WOMEN'S HISTORY, AND SPECIAL TOPICS

77, D77, 78, D78. Senior Honors. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to Juniors and Seniors. First and second semesters. The Department.

80. Comparative Slave Systems. This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery, focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery, showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems. One class meeting per week.

Second semester. Professor Campbell.

81. The Origins of Modern Science, 1500-1750. A survey treating the emergence of science as an important component of western culture. After a brief introduction to the legacy of antiquity and medieval times, the class will examine the conceptual and social changes underlying the beginning of modern astronomy, mechanics, optics, anatomy, and physiology. Attention will be given to major figures (Copernicus, Vesalius, Kepler, Bacon, Galileo, Harvey, Descartes, and Newton) and to the social and intellectual milieus in which they worked. Three class meetings per week.

First semester. Omitted 1988-89. Professor Servos.

82f. Science and Society in Modern America. A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include: the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.

First semester. Omitted 1988-89. Professor Servos.

83. Disease and Doctors: An Introduction to the History of Western Medicine. Disease has always been a part of human experience. It has touched every people in every time and place; it is something with which we have all had direct experience. Doctoring, if not the oldest profession, is certainly one of the oldest. This course treats the evolution of Western medicine from antiquity to the modern era by focusing on the influence of changing disease patterns upon medical theory, medical practice, and notions of the physician's social function. Two class meetings per week.

First semester. Professor Servos.

84. Turning Points in the History of Science. An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, the beginnings of the social sciences, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.

Second semester. Professor Servos.

85. The History of Women in Comparative Perspective. The course traces the history of European and American women from 1500 to the present. Among the topics discussed are women and witchcraft, women and politics in the age of democratic revolution, women and slavery, sexuality and reproduction in the nineteenth and twentieth centuries, the role of women in working class movements, and the origins of the women's movement in the 1960s and '70s. Special attention will be paid to the role of race, class, and national heritage as complicating factors in the history of women. Students will read novels and primary sources such as diaries and political tracts in addition to secondary works in women's history. Two class meetings per week.

First semester. Omitted 1988-89. Professor Hunt.

86. Topics in the History of Sex, Gender, and the Family. In 1988-89 the seminar will range over the period approximately 1450 to 1900 and focus on (1) the history of sexuality in Western culture, and (2) the role of discourses about male and female sexuality in shaping feminist and anti-feminist thought and praxis. Readings will include excerpts from the Bible, seventeenth-, eighteenth-, nineteenth-, and twentieth-century feminist and anti-feminist writings, and secondary sources on witchcraft, prostitution, homosexuality and motherhood. We will also look at some recent attempts to make sense of the history of sexuality and gender, notably works by Michel Foucault, Jeffrey Weeks and selected feminist theorists. One class meeting per week.

Limited to fifteen students. Second semester. Professor Hunt.

87s. Church and State in History. In recent years religion has once again begun to play a decisive role in the political organization of states around the world, a phenomenon that, for those of us who have grown up in a culture where religion and the state are in principle separated, is often difficult to understand. This course will consider this phenomenon in two very different historical contexts: the influence and use of Christianity in the political organization of medieval and early modern Europe and of Buddhism and Shintoism in similar historical periods of Japan. Two class meetings per week.

Requisite: One course in either medieval or early modern European history or in Japanese history or consent of the instructors. Second semester. Professors Cheyette and Moore.

88f. Resistance Movements During and After World War II. A comparative study of total war, social revolution, and international politics with particular attention to the impact of organized resistance and its diversity of outcome on the contemporary world. The selection of movements for special focus will vary from year to year. Two class meetings per week.

First semester. Omitted 1988-89. Professor Petropulos.

90. Junior Seminar for History Majors. The purpose of the Junior seminar is to introduce History majors to the craft of historical analysis and composition. Although the seminar topic changes regularly, emphasis is always placed on the acquisition of research skills and on the development of a sensitivity to historical methods. The course this year will explore "Nationalism, Nationality and National Liberation." The idea of nationhood, that every "people" should live under a separate, sovereign, central political authority in a well-defined and autonomous territory is historically a recent development—largely an invention of the nineteenth century. Before 1914-1918 nationalism generally had a good name—associated as it was with the struggle for the establishment of liberal, participatory political regimes. However, since liberal opinion decided that nationalism was the cause of World War I and World War II, it has become widely regarded within the developed world as a retrograde phenomenon. The League of Nations and the United Nations were attempts to minimize the force of national interests in international affairs and act as buffers against the regional and international effects of "radical nationalism." Today, vestigial nationalisms, unachieved nationhood and wars for national liberation produce problems around the world that urgently demand analysis and understanding and ultimately political resolution. The seminar will examine the roots of nationalist ideology in western European thought and follow its spread in the course of the nineteenth and twentieth centuries throughout the world. In doing this it will also consider and evaluate early as well as contemporary definitions and theories of nationalism.

So that History majors may become familiar with the many ways in which historical problems can be approached, analyzed and formally discussed, each member of the seminar will be asked to demonstrate familiarity with a wide range of reference and research tools, read secondary works, use primary sources and write a substantial term paper on a topic in nationlism determined in consultation with the seminar leader. One class meeting per week.

Enrollment limited to Junior History majors, for whom it is required. Second semester. Professor Czap.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course.

First and second semesters.

RELATED COURSES

The Sixties in America. See American Studies 11.
First semester. The Department.

The Crisis of the State in Africa. See Anthropology 42.
Limited to twenty students. Second semester. Professors Goheen and Redding.

African Systems of Belief and Knowledge in Historical Perspective. See Anthropology 46.
Limited to twenty students. Second semester. Professors Goheen and Redding.

Black Africa Since World War II: Political Freedom and Dependent Development. See Black Studies 52.
Second semester. Professor Crowder.

Southern Africa in World Politics, 1936-1986. See Black Studies 58.
Second semester. Professor Crowder.

Greek History. See Classics 32.
Second semester. Professor Hague.

History of Rome. See Classics 33.
First semester. Omitted 1988-89.

Marxism and Romanticism: History and Literary Theory. See Colloquium 22.
Not open to Freshmen. Admission with consent of the instructors. Limited to twenty-five students. Second semester. Omitted 1988-89.

American Economic History. See Economics 28.
Requisite: Economics 11. Second semester. Professor Daniel Barbezat

The History of Economic Ideas. See Economics 29.
Requisite: Economics 11. First semester. Professor R. Yarbrough.

American Religious History I. See Religion 33.
First semester. Lecturer Maffly-Kipp.

American Religious History II. See Religion 34.
Second semester. Lecturer Maffly-Kipp.

KENAN COLLOQUIUM

Courses will be offered in 1988-89 by Professor Huet.

LATIN AMERICAN STUDIES

Amherst students interested in majoring in Latin American Studies have the following two options: (1) they can construct a major within the Spanish section of the Romance Languages Department which fulfills the requirements for the Spanish major established in this catalog but which emphasizes the Latin American area; (2) they can, in conjunction with an advisor and with the approval of the College Committee on Special Programs, design their own Latin American Studies major, taking advantage of the varied Five-College offerings in the field. (See the publication *Latin American Studies*, compiled under the auspices of Five Colleges, Inc.)

Those students interested in the first option should consult with appropriate members of the Romance Languages Department, while those interested in the second are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professor Parker of the English Department, Professor Campbell of the History Department, Professor Basu of the Political Science Department and Professors Benítez-Rojo, Maraniss and Sommer of the Romance Languages Department.

Students choosing either of these two major programs, as well as students with majors in fields other than Latin American Studies, are eligible, subject to Amherst Faculty approval, to participate in the Certificate Program in Latin American Studies offered at the University of Massachusetts. This is not a major program and is viewed as supplementary to work done in the major.

Individual courses related to the Latin American area which are offered at the College include: History 73, 74, 75, and 76; Spanish 17, 31, 38, 39, 41 and 45; Political Science 24, 36, 44, 51, 54 and 66; and English 60 and 63.

LEGAL STUDIES

Professors Arkes, Couvares, Dizard, Dumm*, Greene, Hawkins, Kearns, Machala*, Sarat, and Villa; Lecturer Berman.

There is no major in Legal Studies. Courses related to Legal Studies are offered in the departments of Philosophy, Political Science, History, Sociology, and Economics and in Colloquia. For information, consult Professor Sarat.

Ethical Theories. See Philosophy 34f.

Requisite: One course in philosophy or written consent of the instructor. Not open to Freshmen. Limited to thirty students. First semester. Professor Kearns.

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*On leave 1988-89.

Philosophy of Law. See Philosophy 42f.
Not open to Freshmen. First semester. Omitted 1988-89. Professor Kearns.

Law and the Social Order I: Fate of Law. See Colloquium 33 (also Political Science 35 and Philosophy 25).
Admission with consent of the instructor. First semester. Professors Kearns and Sarat.

Law and the Social Order II: Rights and Wrongs. See Colloquium 34.
Admission with consent of the instructor. Second semester. Omitted 1988-89.

The American Presidency. See Political Science 20.
Second semester. Omitted 1988-89. Professor Dumm.

Law, Politics and Society. See Political Science 22.
Second semester. Professor Sarat.

Political Obligations. See Political Science 23s.
Second semester. Professor Arkes.

Political Theory from Hobbes to Marx. See Political Science 28f.
First semester. Professor Villa.

Authority and Sexuality. See Political Science 32.
Second semester. Professor Sarat.

Lawyers and the Legal Profession. See Political Science 34.
Admission with consent of the instructor. Second semester. Omitted 1988-89. Professor Sarat.

International Law. See Political Science 38.
Admission with consent of the instructor. Second semester. Omitted 1988-89. Professor Machala.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." See Political Science 42.
¾ Second semester. Professor Arkes.

Legal Order and the Literary Imagination. See Political Science 43.
First semester. Lecturer Berman.

Political Theory from Plato to Machiavelli. See Political Science 49s.
Second semester. Professor Villa.

Seminar in Constitutional Law. See Political Science 58.

Requisite: Courses in law and political theory. Limited enrollment. Admission with consent of the instructor. Second semester. Omitted 1988-89. Professor Arkes.

Legitimation Problems in the United States. See Political Science 64.

Second semester. Omitted 1988-89. Professor Dumm.

Twentieth-Century America. See History 56.

Second semester. Professor Hawkins.

Nineteenth-Century America: The Emergence of a Modern Society. See History 59.

First semester. Omitted 1988-89. Professor Couvares.

Nineteenth-Century America: The Response to Industrialism. See History 60f.

First semester. Professor Couvares.

American Intellectual History: Topics in Current American Constitutional History. See History 63.

Open to Juniors and Seniors with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

Seminar in American Intellectual History: The Bill of Rights. See History 68f.

Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

Contemporary Conservatism in America: The Rise and Future Prospects of the New Right. See Sociology 27.

First semester. Omitted 1988-89. Professor Himmelstein.

Sociology of Conflict and Conflict Resolution. See Sociology 39.

Requisite: Sociology 11, 12 or 25; or Anthropology 11, 12 or 23; or consent of the instructor. First semester. Omitted 1988-89. Professor Dizard.

Economics and Property Rights. See Economics 20.

Requisite: Economics 11. Second semester. Professor Hughes.

The Regulated American Economy. See Economics 25s.

Requisite: Economics 14 or 24. Second semester. Omitted 1988-89.

LINGUISTICS

Courses in linguistics and related fields are offered occasionally through the Departments of Anthropology and Sociology, English, Mathematics, and Psychology. The University of Massachusetts offers a wide variety of classes on both the undergraduate and graduate levels in linguistic theory, phonology, syntax, and semantics; Hampshire College and Smith College offer courses as well in language acquisition and cognitive science. Students interested in exploring this field or creating an interdisciplinary major in linguistics are advised to consult Professor Daniel Velleman, Department of Mathematics, Amherst College.

MATHEMATICS

Professors Armacost, Bailey, Cox, Denton, Mauldon, and Starr (Chair); Associate Professor Velleman; Assistant Professors Call, C. McGeoch, L. McGeoch, and Rager.

Major Program. There are two possible options for the Mathematics major: Mathematics and Computer Science.

Mathematics. The minimum course requirements for the Mathematics option are Mathematics 11, 12, 21, 22, 25, 26, and at least three more courses in Mathematics. In addition, a major must complete Physics 16 or 32, and Physics 17 or 33 (or an alternate approved by the Department).

Computer Science. The minimum course requirements for the Computer Science option are Mathematics 11, 12, 15, 16, 17, 20, 25, 34, and at least two more courses chosen from Mathematics 13, 14, 31, 37, 38, 39, and Physics 64. At least one of the chosen courses must be from Mathematics 31, 37, 38, and 39. In addition, a major must complete Physics 16 or 32.

Students with a strong background in Mathematics may be excused from certain courses such as Mathematics 11. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the Freshman year. This will facilitate the arrangement of a program best suited to the student's ability and interest, whether it be in Mathematics, Computer Science, secondary school teaching, or a non-mathematical career.

For a student considering graduate study in Mathematics or Computer Science, an Honors program is extremely desirable. Such a student is advised to take the Graduate Record Examination early in the Senior year. In Mathematics, it is also desirable to have a reading knowledge of two foreign languages (usually French, German, or Russian).

All students majoring in Mathematics are expected to attend the Mathematics Colloquium during their Junior and Senior years.

Comprehensive Examination. A comprehensive examination for *rite* majors will be given near the beginning of the second semester of the Senior year. The examination for the Mathematics option covers Mathematics 11, 12, 21, 25 and a choice of Mathematics 22 or 26. The examination for the Computer Science option covers Mathematics 12, 15, 16, 20 and a choice of Mathematics 34 or 38. A document describing the comprehensive examination can be obtained from the Department Secretary.

Honors Program. Students are admitted to the Honors program on the basis of a qualifying examination given at the beginning of the second semester of their Junior year. The examination is similar to the comprehensive examination described above. Before the end of the Junior year, an individual thesis topic will be selected by an Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the Mathematics Colloquium on his or her thesis work during the Senior year. Honors candidates in the Mathematics option are also required to complete Mathematics 41 and either Mathematics 42 or 44. Honors candidates in the Computer Science option must complete Mathematics 38.

5. **Calculus with Algebra.** Mathematics 5 and 6 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 5 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 5 and 6 are sufficient for any course with a Mathematics 11 requisite, Mathematics 5 alone is not.

First semester. Professor Cox.

6. Calculus with Elementary Functions. Mathematics 6 is a continuation of Mathematics 5. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 5 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Finally, first order separable differential equations will be studied. Four class hours per week.

Second semester. Professor Cox.

9s. Elementary Data Analysis with Statistics and Computing. A non-calculus approach to the collection and study of data. A combination of elementary statistical methods, common sense, and the computer will be used to encourage a critical attitude toward conclusions based on data. Introduction to the basic methods of statistics; to a computer-implemented statistical analysis package (such as Minitab); and to the computer itself. Although the computer will be used, there will be no need for or study of programming itself. This course is especially intended for students who expect to major in the humanities or the social sciences. Three hours of class and two hours of laboratory per week.

Requisite: Knowledge of high school algebra. No prior college-level mathematics courses are required and no prior experience with computers is needed. This course may not be counted toward a major in mathematics. Mathematics 17 and Economics 15 may not be taken for credit if this course is taken. Second semester. Professor Starr.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, anti-derivatives; applications, including Newton's method; the definite integral, simple applications; circular functions and their inverses; logarithms and exponential functions. Four class hours per week. (Note: Students with a weak background in high school mathematics have often experienced difficulty with Mathematics 11; for this reason, such students are advised to enroll in Mathematics 11s, in the spring. The longer semester in Mathematics 11s permits a more thorough treatment of the same material as in Mathematics 11.)

First semester. The Department.

11s. Introduction to the Calculus. Same description as Mathematics 11.

Second semester. The Department.

12. Intermediate Calculus. A continuation of Mathematics 11. Methods of integration, both exact and approximate; applications of integration to volume, arc length and related problems; improper integrals; l'Hôpital's rule; infinite series, power series and the Taylor development; polar coordinates; hyperbolic functions. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. Second semester. The Department.

12f. Intermediate Calculus. Same description as Mathematics 12.
First semester. The Department.

13s. Discrete Mathematics. This course is an introduction to some topics in mathematics that do not require the calculus. Emphasis is placed on topics that have applications in computer science, including elementary set theory and logic with emphasis on mathematical induction; basic counting principles; relations and equivalence relations; graph theory and algorithms related to graphs; simple algebraic systems. Additional topics may vary from year to year. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.
Second semester. Professor Velleman.

14. Introduction to Combinatorics. A study of the important methods and theorems of an area of mathematics that has undergone a renaissance in recent decades: combinatorial mathematics. Counting methods, graphs, generating functions, recurrence relations, and the principle of inclusion and exclusion. Applications among discrete probability, operations research (network flow scheduling), coding theory, experimental designs, the theory of computer algorithms, and recreational mathematics. Four class hours per week.
Requisite: Strong background in high school algebra. Offered in alternate years. Second semester. Omitted 1988-89.

15. Introduction to Computer Science. A selection of topics from computer science including: readings on the development of computers, architecture of modern computers, introduction to structured programming, elementary algorithms and data structures. While this course should not be regarded as an introduction to computer programming, no previous experience with computers will be required. Four class hours per week.
First semester. Professors C. McGeoch and Rager.

15s. Introduction to Computer Science. Same description as Mathematics 15.
Second semester. Professors C. McGeoch and L. McGeoch.

16. Introduction to Computer Systems. The course will provide an introduction to computer systems, stressing how computers work. We will study the architecture of modern computers, from the design of logic circuits to the issues involved in the design of operating systems. Stops in between include the design and interpretation of machine instruction sets, the interactions between processor and memory, and the design of assemblers. The course will be taught on IBM microcomputers. Four class hours per week.
Requisite: Mathematics 15 or consent of the instructor. Second semester. Professor to be named.

17. Introduction to Probability and Statistics. Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's t, and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and non-parametric methods. Four class hours per week.

Requisite: Mathematics 11 or the equivalent. Except with special permission of the departments concerned, this course and Economics 15 may not both be taken for credit. First semester. Professor Denton.

17s. Introduction to Probability and Statistics. Same description as Mathematics 17.

Second semester. Omitted 1988-89.

18f. Topics in Geometry. Axiomatic systems. Completeness and consistency. Axioms of incidence and extension. The foundations of Euclidean and non-Euclidean geometry. Their relevance to the real world. Other applications of geometry. Three class hours per week. Offered in alternate years.

Requisite: Mathematics 12. First semester. Omitted 1988-89.

19s. Introduction to Probability. This course explores the nature of discrete probability and its use in modeling real world phenomena. By restricting attention to finite and countable contexts, it becomes possible to study a broad class of models without appeal to the machinery of calculus. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete probability spaces, random variables, and distribution functions. Examples will be used as a guide throughout the course, and a variety of applications from such areas as games of chance, information theory, game theory, decision theory and operations research will be included. In studying these applications, particular attention will be paid to the associated probability models. Four class hours per week. Offered in alternate years.

Second semester. Professor Denton.

20f. Data Structures. This course examines the structural relationships we may impose on data. Two examples of structuring are a phone list (names organized lexicographically) and a family tree (names organized hierarchically). The family tree shows relationships between people and allows us to decide some questions (who are the heirs of Abraham?) that are insoluble with the information in a telephone directory. The notions of data structures have applications in algebraic formula manipulations, discrete system simulations, and many other fields, as well as applications to computer science. The course will cover the basic data structures, how they are implemented on digital computers, and the algorithms that use them. Topics include Stacks, Queues, Linked Lists, Trees and Graphs. Students will write a number of programs covering the material. The course will not teach programming. Three class hours per week.

Requisite: Mathematics 15 or consent of the instructor. First semester. Professors L. McGeoch and Rager.

21. Multivariable Calculus. Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professors Bailey and Call.

21s. Multivariable Calculus. Same description as Mathematics 21.

Second semester. Professor Armacost.

22. Advanced Calculus. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence; surface integrals; divergence theorem; Stokes' theorem. The course may also study the Gamma function, Stirling's formula, or Fourier series. Four class hours per week.

Requisite: Mathematics 21. Second semester. Professor Bailey.

24f. Mathematical Logic. An introduction to the mathematical study of deductive reasoning, focusing on the strengths and limitations of the use of deduction in mathematics. Topics will include the propositional and predicate calculi, deduction and validity, Gödel's completeness and compactness theorems, incompleteness and undecidability. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 13, 22 or 25, or consent of the instructor. First semester. Professor Velleman.

25. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence and basis; systems of linear equations; linear transformations and their representation by matrices; determinants; eigenvalues and eigenvectors. The course may also cover inner product spaces, dual spaces, the Cayley-Hamilton Theorem, and an introduction to canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Armacost.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Call.

27. Topics in Algebra. The study of fields, leading up to the fundamental theorems of Galois theory. Criterion for the solvability of equations by radicals. Then a study of linear transformations of a finite dimensional vector space, including canonical forms and spectral theorems. The remainder of the course will vary in content from year to year. Possible topics include: fields of characteristic $p > 0$; classical theorems of Frobenius and Wedderburn; structure theorems for semi-simple rings; homological algebra; commutative algebra; rings of integers in algebraic number fields; group representations; lattices and Boolean algebras. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26. First semester. Professor Cox.

28. Differential Equations. The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 21. Second semester. Professor Starr.

31s. Introduction to Artificial Intelligence. The goal of this course is to familiarize the students with the techniques used in Artificial Intelligence, in order to assess the contribution of Artificial Intelligence to the understanding of intelligent processes, and its psychological and social implications. The course will cover an introduction to LISP programming language and the elements of Predicate Calculus. Other topics include: search techniques, deduction systems, learning and hypothesis generation, multi-agent problem solving, dealing with uncertainty, planning and plan execution. Four class hours per week.

Requisite: Mathematics 15. Offered in alternate years. Second semester. Professor Rager.

33. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: Diophantine equations; Waring's problem; asymptotic prime number estimates; continued fractions; algebraic integers; unique factorization domains. Three class hours per week. Offered in alternate years.

Requisite: Mathematics 12. First semester. Omitted 1988-89.

34f. Algorithms. This course will study the design and analysis of algorithms. We will survey important and useful algorithms for sorting, searching, pattern-matching, and graph manipulation, as well as some mathematical algorithms. We will study paradigms for algorithm design, and techniques for efficient implementation. We will evaluate the time and space complexity of programs, and derive upper and lower bounds for some tasks. Four class hours per week.

Requisite: Mathematics 20 or consent of the instructor. First semester. Professor C. McGeoch.

36. **Statistics.** Intermediate probability; forms and sketches of proofs of the law of large numbers and the central limit theorem; Neyman-Pearson theory of hypothesis testing and estimation; properties of some parametric and non-parametric tests of wide applicability; introduction to decision theory. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 17. Second semester. Omitted 1988-89.

37. **Compiler Design.** An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as Pascal, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 16 or 20 or consent of the instructor. First semester. Omitted 1988-89.

38. **Theoretical Foundations of Computer Science.** This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: sets, maps, relations, elements of graph theory, regular, context-free and context-sensitive languages, finite state automata, Turing machines, computable and non-computable functions and the halting problem. Four class hours per week.

Requisite: Mathematics 12 and 15. Second semester. Professor L. McGeoch.

39. **Principles of Operating System Design.** An introduction to the design and implementation of operating systems. The problem of managing com-

puter resources is complex, and there are significant system design issues concerning process management, input/output control, memory management, and file systems. This course examines these issues and the principles that are the basis of modern operating systems. Topics include: interprocess communication, process scheduling, deadlock avoidance, device drivers, virtual memory, and security. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 16 and 20, or consent of the instructor. First semester. Professor L. McGeoch.

41. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorem; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 21. First semester. Professor Starr.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Omitted 1988-89.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Professor Cox.

77, 78. Senior Honors.

Open to Seniors with the consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

MELLON SEMINAR

5s. Indo-American Religious Encounters. Indic religion has been a lasting feature of the American religious landscape—an established presence, though always at the cultural margins, both before and after the counter-cultural uprisings of the 1960s. The groups in question are quite various. Some, like the Ramakrishna Mission, are financially secure, organizationally stable, and rather establishmentarian in outlook. Others, like the Hare Krishna movement, are radically at odds with conventional American lifeways, and are still struggling to define who and what they are in American society. Many, of course, have collapsed and vanished as suddenly as they came on the scene, the most spectacular example being the late movement presided over by Bhagavan Shri Rajneesh. The presence of these religious movements on American soil and, above all, the apparent persistence of an eastward-looking subtheme in American religious culture pose questions of interest to students of Indian and American cultures alike. To whom do these movements mainly appeal in America? Mostly the young? The culturally marginal? Others too? What is the nature of the appeal? Is it mostly just an enthusiasm for otherness, or is there some quality of the Indian religious imagination to which American followers respond at a deeper level? And just how authentically Indian are these movements? What do they represent and how are they regarded in India? What, if anything, is lost in translation when Indian concepts and practices are taken over by Americans?

The seminar will examine these and related questions by looking at a variety of Indo-American religious movements associated with the Hindu tradition. We shall begin with background readings on Hinduism, and then move to a consideration of concepts used by anthropologists, sociologists, social psychologists and historians in the study of religious movements. We shall then examine a specific Indo-American sect in detail. During the latter part of the semester students will give individual presentations on religious movements of their own choosing.

Limited to fifteen students. Second semester. Professor Babb.

MUSIC

Professors Reck (Chair) and Spratlan*, Visiting Professors Iyer and Reynolds, Assistant Professors Kallick and Parkany.

Major Program. It is the intention of the Music Department that those completing the major have a thorough grounding in the traditional scholarly aspects of the discipline: music theory, analysis, and music history. It is also highly recommended that majors be alert to other modes of experiencing and thinking about music, for example, through the study of composition, music outside the classical Western tradition, and, where possible, performance.

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*On leave 1988-89.

A command of music theory is essential, for it provides a necessary understanding of the materials and structure of Western music. Similarly, the study of music history investigates the nature of tradition and style and provides a sense of social, intellectual, and artistic context. Courses in the above areas represent the required core of the music major program. Among electives, music composition acquaints the student with the decisions, emotional involvement, and projection of musical self entailed in the creative process; world music introduces the student to a wealth of great folk and classical traditions whose materials and aesthetic may be different from our own; and performance—for those with adequate training and experience—is culminative and is concerned with the emotionally charged transformation of idea into sound.

Eight semester courses in music—six required, two elective—are needed to complete the *rite* major (except in the case of those students concentrating in performance, who must complete the equivalent of nine courses, including at least four half-courses in instrumental or vocal instruction: cf. *Performance Guidelines* below). The following courses are required: Music 31, 32, 33, 34; and Music 21 and 22.

(In special cases a student may request exemption by examination from a required course. This request should be taken up with one's advisor.)

A student may concentrate in music theory, music history, composition, ethnomusicology, or performance; this ordinarily entails electing a number of courses in one's field of concentration beyond those required.

The Department of Music urges all prospective majors to see the Chairman early on so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five-College interchange. (For example, courses in African-American Music are offered at the University of Massachusetts and Hampshire College; in electronic music at the University of Massachusetts, Hampshire College, and Smith College; etc.)

Above all, the Department is committed to helping the student put together a program that is most suited to his or her interests and aspirations. Thus, regular contact with one's advisor is essential.

Comprehensive Examination. The comprehensive examination consists of an oral presentation demonstrating analytical and historical skills. This examination will be administered in the Senior year.

Honors Program. In the Senior year a student may elect to do honors work. This may result in a critical, historical, theoretical, or ethnomusicological thesis; a major composition project; or a full recital. The thesis course, Music 77-78, should be elected in the Senior year. A student interested in honors work should consult with his or her advisor during the Junior year.

Any student intending to do an Honors project in any area of music must submit a proposal to the Music Department for approval *before* enrolling in the Senior Honors courses. College grade-point average in and of itself is not enough.

INTRODUCTION TO MUSIC

11. Introduction to Music. A comprehensive introduction to the theoretical basis of Western music. Topics to be discussed will include intervals, scales, keys, melody, rhythm, harmony, texture, and form. Three class meetings and one ear training section per week.

Requisite: Ability to read music, and either performing experience, extensive listening experience, or Music 15 or Music 15s. First semester. Professor Reck.

11s. Introduction to Music. Same description as Music 11.

Second semester. Omitted 1988-89.

15. Listening. This course pursues the development of listening skills, principally as regards the tradition of Western classical music. Emphasis is placed on the development of an aural sense of historical, stylistic, and idiomatic contexts. An introduction to musical notation is included as a regular part of the course. No musical background whatsoever is required or assumed. Two class meetings and one listening section per week. Students who have taken any other music course at Amherst College may not elect Music 15 or 15s.

First semester. Omitted 1988-89.

15s. Listening. Same description as Music 15.

Second semester. Omitted 1988-89.

STUDIES IN MUSIC HISTORY

17. Modernism: Musical Exploration—Three Innovative Paths. An examination of three living musical explorers, each with a distinct and individual profile: Conlon Nancarrow, John Cage, and Iannis Xenakis. The first, a peculiarly American product, grew out of roots in jazz and became a reclusive tinkerer with mechanical pianos. His work has redefined the potential for organizing time in music. The second, perhaps the single most influential thinker about music in our century, is the quintessential avant gardist, questioning every aspect of music and providing surprising new proposals through his compositions. Cage has also been marked by Eastern philosophies. Xenakis is a unique blend of scientist, humanist and artist. Trained as an engineer, active as a resistance fighter in the Second World War, he has manifested an awareness of scientific principles at work in music with a persuasiveness and range that is unmatched.

The course will involve readings about and by these composers; extensive listening to music and, of course, an effort through discussion (and, where possible, musical performance in class), to resolve and place in context the many stimulating issues posed by the works of these three remarkable men. Two class meetings per week.

Requisite: Music 11, 11s, or consent of the instructor. First semester. Professor Reynolds.

21. Challenges to Musical Traditions. This course will examine the ways in which musical style has changed through the radical and unexpected innovations of individuals. Changes will be studied in their relationship to developments in Western musical culture and society. Musical examples, drawn from the twelfth through the twentieth centuries, will be studied in the context of contemporary accounts of critical reception as well as through an analysis of stylistic features of individual works. The evidence gathered from this two-fold investigation will be set in relief against standard biographies and music histories so as to assess the underlying assumptions of music historiography as it has been traditionally practiced. Two class meetings per week.

Requisite: Music 11 or 11s or consent of the instructor. Students having enrolled in Music 21 previously are not eligible for credit. First semester. Professor Kallick.

22. Culminations of Musical Traditions. This course is intended to complement Music 21, but it can be taken separately. Through means of reading and listening outlined for Music 21, it focuses on a body of outstanding works, ranging from the medieval period to the present, which refines and renews ongoing traditions and brings them to their highest development. Two class meetings per week.

Requisite: Music 11 or 11s or consent of the instructor. Students having enrolled in Music 22 previously are not eligible for credit. Second semester. Professor Parkany.

MUSIC IN WORLD CULTURE

23. Music of the Whole Earth. A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments. Two class meetings per week.

First semester. Professor Reck.

24. Seminar in World Music: Music in India. An introduction to the classical music of India, Pakistan, and Bangla Desh. Interdisciplinary readings in anthropology, art, religion, poetry, dance, and history as well as the viewing of films will place musical expression within its cultural environment. In depth study will focus upon the Karnatak music tradition of south India, although the Hindusthani system of north India and common elements in such as raga (melodic mode), tala (time and rhythm), and aesthetic theory will also be explored. Study of performance will be an integral part of the class. Two class meetings per week.

Second semester. Professor Iyer.

25s. Improvisation and India's Raga System. An exploration of the improvisation techniques of India's classical music through a study of a variety of ragas (musical/expressive modes), each with particular characteristic scales, melodic phrases, intonation, ornaments, and extra-musical associations (mood, time of day, season, etc.). Emphasis will be on performance (vocal and/or on Western or Indian instruments) and the accumulation of knowledge in the traditional guru-student methods of south India. Methods of utilizing Indian music in Western improvising genres (jazz, rock, new age, classical) will also be explored. One class meeting per week plus private conferences.

Second semester. Professors Iyer and Reck.

27s. Musical Culture in the United States. A study of American music from the colonial period to the present: the development of popular and folk idioms, contributions of various ethnic minorities, the contemporary scene; with special emphasis on the fusion of European and African elements (in blues, jazz, rock, soul, and pop), and the country music of the Appalachians. Two class meetings per week.

Second semester. Omitted 1988-89. Professor Reck.

28. Topics in Popular Musical Culture: The Beatles and Their Age. An interdisciplinary study of the music of the 1960s focusing upon developments in the music and lyrics—and collective biography—of the Beatles, but also including the roots of early rock (Chuck Berry, Elvis Presley), the folk revival (Pete Seeger, Bob Dylan), West Coast groups (Jefferson Airplane, the Beachboys, the Grateful Dead), the British invasion (the Rolling Stones and others), and the innovations in the classical music avant garde. Emphasis upon music as a reflection of and response to the social, artistic, and political upheavals of the time, particularly in relation to the counterculture and the myth of the aquarian age culminating in Woodstock. Two class meetings per week.

Requisite: Music 11 or 11s, some knowledge of music notation, or consent of the instructor. Limited to twenty students. Second semester. Professor Reck.

PERFORMANCE

29, H29, 30, H30. Performance. The general guidelines regulating performance instruction under either plan outlined below are as follows. Students interested in taking a performance course should be apprised of the requisite.

Requisite: An instrumental or vocal proficiency of at least intermediate level and Music 11. Any student wishing to study Performance for credit must have completed Music 11, be enrolled in it during the present academic year, or have demonstrated equivalent knowledge in a placement examination. Open to Freshmen with the consent of both the Amherst Music Department and the instructor. *Music 29, H29, 30, and H30 may only be taken by Amherst College students.* This course may be repeated. First and second semesters.

1. Consult the chair of the Amherst Music Department who will assist in arranging for teachers and auditions.
2. One hour of private instruction and nine hours of practice a week are expected.
3. Unless otherwise arranged with the Department, all performance courses will be elected as a half course.
4. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. Study for less than two consecutive semesters will not be counted toward satisfying degree requirements.
5. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first and three and a half courses the second semester.
6. Only with special permission of the Department may students elect more than one performance course in a semester.

PLAN I. Under a cooperative arrangement with Smith College, performance courses are offered in keyboard, string and wind instruments and in voice. Instruction will be given by members of the Music Department of Smith College. Course listings, requisites and instructors can be found in the Smith course bulletin. Under Plan I, a separate Five College Interchange Course Application is completed by the student for each semester course in performance, listing his instrument and the appropriate Smith course number. These application blanks are available at both the Registrar's and Music Department's offices.

PLAN II. Amherst College Music H29, H30. Under this plan students consult the Chair of the Amherst Music Department who will assist the students in making arrangements for private instruction with teachers approved by the Department. Registration should be under the course listing: Amherst College Music H29 or H30; students should insure that they are also listed with the Music Department Office.

Note: An extra fee is charged to cover a portion of the expense for this special type of instruction. For 1988-89 the fee charged the student for each semester course will be $300.

Those students who are receiving financial aid will be given additional scholarship grants in the full amount of these fees. Other students may apply to the financial aid office for short term loans if necessary to enable them to pay their fees on schedule, or may apply for a partial Friends of Music Scholarship through the Music Department Office.

MUSIC THEORY

31. Tonal Harmony and Counterpoint I. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. Three class meetings plus two ear training sections. This course is the first of the required music theory sequence for majors.

Requisite: Ability to read music, and either performing experience, extensive listening experience, or Music 15 or 15s. First semester. Professor Kallick.

32. Tonal Harmony and Counterpoint II. A continuation of Music 31. Three class meetings and two ear training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor Kallick.

33. Repertoire and Analysis I. Works from the mainstream Western repertoire, 1300-1985, will be analyzed. They will serve as models for short writing assignments, and, as practical, will also be performed. Theoretical models appropriate to specific aspects of the repertoire will be developed. Points of view will include structural principles, compositional techniques, genres, and application to performance. Cultural setting and ideological context will be explored. There will be frequent listening assignments, regular short papers, and composing in various styles. Three class meetings per week plus weekly ear-training sessions.

Requisite: Music 31 and 32, or the equivalent with consent of the instructor. Students having enrolled in Music 33 previously are not eligible for credit. First semester. Professor Parkany.

34. Repertoire and Analysis II. A continuation of Music 33. Students having enrolled in Music 34 previously are not eligible for credit. Three class meetings per week, plus one ear-training session.

Second semester. Professor Parkany.

TOPICS IN MUSIC CRITICISM

44f. Beethoven. A study of the piano, chamber, orchestral and choral music. Two class meetings a week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. First semester. Omitted 1988-89. Professor Spratlan.

45s. Reading Opera. This course will investigate the musical and dramaturgical means used by opera composers in various historical periods to create characterizations which, in turn, allows the listener to "read out" the composers' portrayal of class and gender differences, political stance, and degree of power and authority. Connections will be explored between the composers' social, political, and cultural surroundings and attitudes reflected in individual characterizations. Differences in musical interpretations as seen during live performances attended by the class and as preserved on video tape and record will be studied in relation to an emerging understanding of the composers' intentions. Works to be studied include, among others, Mozart's *Don Giovanni*, Beethoven's *Fidelio*, Verdi's *Don Carlos*, Wagner's *Ring des Neibelungen*, Strauss' *Electra*, and Berg's *Lulu*. Two class meetings per week.

Requisite: Music 11 or 11s or consent of the instructor. Second semester. Professor Kallick.

46. Women Composing. An exploration of the lives and the music of women who composed in the Western tradition, in various historical periods. Emphasizing primary source documents, the course will consider contemporary views of their accomplishments, their own assessments, and their access to appropriate education and professional training.

Second semester. Omitted 1988-89.

47. The Symphonic Ideal. Powerful, dramatic ideals of political liberation, of sexual anxiety and fulfillment, of broad social satire, and, above all, of a progress that transforms both the music and the willing listener along with it, have given the symphony its enduring allure. The course will explore the social forces that led to the emergence of orchestras and public concerts, and read the writings of Rousseau, Hoffmann, Schumann, and other composer-critics to consider how wordless music can be "expressive" at all. Listening assignments will promote the ability to distinguish instrumental colors and *personae*, to follow symphonic forms, and the transformations woven about them. Some works to be studied include the *Drum Roll* symphony of Haydn, Beethoven's Fifth and Ninth, Berlioz's *Symphonie fantastique*, Mahler's Second, and Debussy's "symphonic poem" *La mer*. Two class meetings per week.

Requisite: Music 11 or 11s or consent of the instructor. First semester. Omitted 1988-89. Professor Parkany.

COMPOSITION

69s. Composition I. A hands-on introduction to and exploration of the craft of musical composition beginning (at the elementary level) with the creation of brief melodies, harmonic sketches, and rhythmic structures and progressing to simple inventions, songs, and two- and three-part forms. Included in the course will be a study of twentieth-century techniques, demonstrations of instruments, and development of each individual's creativity. Two class meetings per week.

Requisite: Ability to read music. Knowledge of traditional music theory is not required. Second semester. Professor Reck.

70. Composition II. A study of music composition on the intermediate level, emphasizing development of advanced skills and exploration of larger forms such as the theme and variations, rondo, fantasy, and sonata-allegro.

Requisite: Music 69, prior experience in composition, or consent of the instructor. Second semester. Omitted 1988-89. Professor Reck.

71. Composition Seminar I. Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 70 or the equivalent, and consent of the instructor. First semester. Professor Reynolds.

72. Composition Seminar II. A continuation of Music 71. This course may be repeated.

Requisite: Music 71 or the equivalent, and consent of the instructor. Second semester. Professor to be named.

HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Honors. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, H97, 98 H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

RELATED COURSES

Introduction to African-American Music and Musicians. See Black Studies 22.

Second semester. Professor Tillis (University of Massachusetts).

NEUROSCIENCE

Advisory Committee: Professors George (Chair) and Sorenson‡, Associate Professor Raskin, Assistant Professor O'Hara.

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‡On leave second semester 1988-89.

A student may receive the A.B. degree from Amherst with an interdepartmental major in Neuroscience. This program is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study. The major is organized around course offerings of the various science departments whose disciplines are fundamental to work in Neuroscience.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, physics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into background, core, and elective courses.

1. The program will begin with the following background courses: Mathematics 11; Physics 16 and 17, or 32 and 33; Chemistry 11, 12, and 21; Biology 12, and Biology 21 or 29.

2. All majors will take three core Neuroscience courses: Psychology 26, Biology 30 and Biology 35.

3. Each student will select three additional elective courses in consultation with his or her advisor. Particularly appropriate courses are Biology 48, Chemistry 43 and 44, and, Psychology 22, 24, and 38. Other courses are included in a detailed list available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the Freshman year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All Junior and Senior majors will attend the Neuroscience Seminar, in which topics of current interest are discussed.

Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

The comprehensive examination will be administered by members of the Advisory Committee.

77, D78. Senior Honors. The work consists of a seminar dealing with problems of current interest in Neuroscience and the preparation of a thesis based upon an individual investigation under the direction of a Faculty member.

Full course first semester. Double course second semester. The Committee.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course. First and second semesters.

PHILOSOPHY

Professors Kearns (Chair) and Kennick†, Professor Emeritus Epstein, Associate Professor Gooding-Williams, Assistant Professors George and Vogel.

Major Program. Philosophy 13 or its equivalent; Philosophy 17 and 18; Philosophy 34; Philosophy 32 or 35; at least three other courses in Philosophy within a program approved by the Department and including no more than one course credit for Honors work; and a comprehensive examination. Majors are invited to organize and participate in the activities of the Philosophy Club.

Honors Program. Candidates for Honors in Philosophy will complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. The Honors sequence will be devoted to a special Honors project culminating in a thesis or comparable body of writing. Students will be admitted to Philosophy 77 only upon application to the Department. The Department will interview applicants to determine their qualifications for admission to the Honors Program. Normally, Honors students will have completed six courses in Philosophy before beginning the thesis. At the beginning of the second semester of the Senior year, students who seek admission to Philosophy 78 will be asked to meet with the Department to review their progress and to determine whether the Honors project can be completed no later than April 25. Students who have completed Philosophy 77 but who either are not permitted or choose not to enroll in Philosophy 78 will be assigned a grade for the work completed in Philosophy 77. In cases of especially difficult but promising work, a student may petition the Department for a double Honors course in the second semester.

Comprehensive Examination. Normally, majors will take their comprehensive examination early in the first semester of their Senior year. The examination will consist of questions distributed to the student ten days before the due date and will include a subsequent oral explication of the written answers.

11. Introduction to Philosophy. Training in philosophical reasoning. Classical and contemporary authors, chosen to exemplify basic problems of philosophy, will be discussed.

Limited to fifty students. First semester. Professors Epstein and Vogel.

11s. Introduction to Philosophy. Same description as Philosophy 11.

Each section limited to fifty students. Second semester. Professors Kearns and George.

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†On leave first semester 1988-89.

13. Introduction to Logic. A first course in formal logic. Topics to be covered include truth-functional logic (truth-functions, logical paraphrase, validity and satisfiability, formal systems), quantificational logic (natural deduction systems, completeness, decidability), and the formalization of arithmetic and the nature of number.

First semester. Professor George.

17. Ancient and Medieval Philosophy. A survey of European philosophy from 600 B.C. to A.D. 1400, with emphasis on Plato, Aristotle, the Stoics, Epicureans, and Skeptics, Plotinus, Augustine, Anselm, and Aquinas. Reading and discussion of selected works of the period.

Limited to seventy-five students, preference to Amherst College students. First semester. Professor Kiteley (Smith College).

18. Early Modern Philosophy. A survey of European philosophy from 1400 to 1800, with emphasis on Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period.

Limited to seventy-five students, preference to Amherst College students. Second semester. Professor Kennick.

19. Nineteenth and Twentieth Century Philosophy. A survey of European philosophy from 1800 to the early twentieth century, with emphasis on Hegel, Kierkegaard, Marx, Nietzsche, Frege, and Husserl. Reading and discussion of selected works of the period.

Requisite: Philosophy 18 or consent of the instructor. First semester. Professor Gooding-Williams.

23. Moral Problems. An examination of selected moral problems (e.g., abortion, disarmament, preferential treatment, terrorism), discussion of the distinction between moral and non-moral matters, and an introduction to several types of ethical theories.

First semester. Omitted 1988-89. Professor Kearns.

25. Law and the Social Order I: Fate of Law. See Colloquium 33 for description. Offered jointly by the Departments of Political Science and Philosophy.

First semester. Professors Kearns and Sarat.

31. Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Not open to Freshmen. First semester. Omitted 1988-89. Professor Kennick.

32. Metaphysics. An examination of some central issues in metaphysics. Topics covered may include: possibility and necessity, identity, universals, space and time, causality, freedom of the will, and the mind-body problem. Readings from historical and contemporary sources.

Requisite: Two courses in Philosophy or consent of the instructor. Second semester. Professor Vogel.

33. Mind and Action. A discussion of some central topics in the philosophy of mind and the philosophy of action: Are you anything more than your body? What is consciousness? What makes you the same person over the course of your lifetime? Are you free to choose what you do?

First semester. Omitted 1988-89. Professor Vogel.

34f. Ethical Theory. An examination of some central questions in ethics and ethical theory, such as: What is morality? Why should one be moral? Does morality require or presuppose god? Is ethical egoism a defensible view? Are moral judgments either true or false? Is morality inescapably subjective, relative, or conventional? Can conscience, intuition, or a sense of guilt provide a credible guide to moral action? What is the distinction between facts and values? Does moral conviction foster tolerance or intolerance? How is weakness of will possible? Are we ever morally responsible for what we do? Does moral wrongdoing ever justify or require punishment? Are there any moral rights? If time permits: what is utilitarianism and what are its principal merits and limitations? Are there any plausible alternative to utilitarianism?

Requisite: One course in philosophy or written consent of the instructor. Not open to Freshmen. Limited to thirty students. First semester. Professor Kearns.

35. Theory of Knowledge. A consideration of some basic questions about the nature and scope of our knowledge. What is knowledge? Does knowledge have a structure? What is perception? Can we really know anything at all about the world?

Requisite: Two courses in Philosophy or consent of the instructor. First semester. Omitted 1988-89. Professor Vogel.

36. Philosophy of Language. Topics discussed will include linguistic meaning, truth, reference, pragmatics, the structure of language, and the relation between language and mind. These will be explored through a reading of works by John Locke, Gottlob Frege, Bertrand Russell, Ludwig Wittgenstein, Rudolf Carnap, A. J. Ayer, John Austin, W. V. Quine, and others.

Requisite: One course in philosophy. Second semester. Professor George.

37. Introduction to the Philosophy of Science. Some of the topics to be explored are the nature of scientific explanation (deductive, probabilistic, functional, explanations of individual events and of laws), the properties of scientific laws (what is the difference between a law and an accidental generalization, are scientific laws necessarily true?), the structure of theories (distinction between a law and a theory, instrumentalist versus realist interpretations of theories, the conditions for reduction of one theory to another, the status of so-called scientific revolutions), and explanations in particular sciences and disciplines (e.g., in social sciences, the cognitive sciences, history). Readings from Paul Feyerbend, Carl Hempel, Thomas Kuhn, Ernest Nagel, Israel Scheffler, and others.

Requisite: One course in Philosophy or a year of a science. First semester. Professor George.

40. Bio-Medical Ethics. An examination of selected ethical issues raised by recent developments in the biological sciences and by the practice of medicine (e.g., cloning, genetic engineering, behavior modification, the allocation of scarce medical resources, euthanasia, experimentation on humans).

Not open to Freshmen. Second semester. Professor Kearns.

42f. Philosophy of Law. An examination of selected theories of law and selected issues in the philosophy of law (e.g., legal rights and moral rights, authority, due process, legal reasoning, punishment).

Not open to Freshmen. First semester. Omitted 1988-89. Professor Kearns.

44f. Kant. An examination of the central metaphysical and epistemological doctrines of the *Critique of Pure Reason,* including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. First semester. Professor Vogel.

46. Pragmatism. According to James, Pragmatism is the ". . . attitude of looking away from first things, principles, categories, supposed necessities; and of looking towards last things, fruit, consequences, facts." This Pragmatic temper finds expression in distinctively anti-rationalistic and anti-absolutistic views of truth, of ideas, of meaning, of value and of reality. We shall engage these matters in reading from the works of Peirce, James, Dewey, Lewis, Quine and others.

Second semester. Omitted 1988-89.

61s. Seminar in Philosophy: Wittgenstein. The topic changes from year to year. In 1988-89 it will be: The Philosophy of Ludwig Wittgenstein. After some preliminary work in Frege and Russell the course will be devoted to an examination of Wittgenstein's *Tractatus Logico-Philosophicus* and as much of the first part of his *Philosophical Investigations* as time permits.

Requisite: Consent of the instructor. Suggested: Philosophy 13, 17, and 18, or the equivalent. Limited to fifteen students. Second semester. Professor Kennick.

62. Seminar in Philosophy: Skepticism. The topic changes from year to year. In 1988-89 it will be skepticism. Some of the most interesting and most characteristic work in recent philosophy has been concerned with the problem of skepticism about the external world, i.e., roughly, the problem of how you know that your whole life isn't merely a dream. We will critically examine various responses to this problem and, possibly, consider some related issues such as relativism and moral skepticism. There will be readings from works by Wittgenstein, Moore, Austin, Dretske, Bennett, and Putnam.

Requisite: Two course in philosophy or consent of the instructor. Limited to fifteen students. Second semester. Professor Vogel.

64. Seminar in Philosophy: Nietzsche. A critical examination of Nietzsche's mature philosophical writings. We will investigate the notions of the will to power and the eternal recurrence, as well as Nietzsche's perspectivism and his use of genealogy. Texts will include *Thus Spoke Zarathustra, Beyond Good and Evil, On the Genealogy of Morals*, and *The Will to Power.*

Requisite: Philosophy 17 or 18 or 19. Not open to Freshmen. Limited to twenty-five students. Second semester. Professor Gooding-Williams.

77. Senior Honors. Required of candidates for Honors in Philosophy. The writing of an original essay on a topic chosen by the student and approved by the Department.

Open to Seniors with consent of the Department. First semester. The Department.

78. Honors Course. Required of candidates for Honors in Philosophy. A continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to Seniors with consent of the Department. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Requisite: Consent of the instructor. First and second semesters.

PHYSICAL EDUCATION

Professors Dunbar, Gooding (Chair), Mehr, Ostendarp, and Thurston; Associate Professor Morgan; Assistant Professors Hixon, Miran, and Zawacki; Coaches Arena, Banda, Everden, Hanger, McKechnie, Robson, and Tuero.

The courses in Physical Education are available to all Amherst College students and members of the College community. All courses are elective and, although there is no academic credit offered, there is transcript notation given for successful completion of a course.

Courses are offered on a quarter basis, two courses per semester, and one course during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information from the Department of Physical Education and Athletics.

In an attempt to meet the need and interests of the individual student, the program is offered in two parts:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have a carry over value for lifelong recreational pursuits.
2. **Recreational Program.**
   - (a) **Organized Recreational Classes,** in which team sports are organized, played, taught and supervised by Physical Education Department personnel, and
   - (b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning the Department's program is available from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the *Student Handbook.*

PHYSICS

Professors Benson, Gordon, Hilborn†, Romer, and Towne; Associate Professors Hunter, Jagannathan*, and Zajonc (Chair); Visiting Associate Professor Semon; Visiting Assistant Professor Chancey.

Introductory Courses in Physics. Physics 11 provides an intensive examination of the historical underpinnings of the subject, and the philosophical implications of some of the important conceptual developments. It

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*On leave 1988-89.
†On leave first semester 1988-89.

has no requisite in mathematics and is suitable for students who want to take a single course to learn something about physics. It is also recommended for physics majors to obtain an overview of the methodology of physics. Physics 8 is a course intended for non-science majors and has no requisites.

The sequence Physics 16, 17 is designed primarily for students who require two semesters of physics with laboratory, but in special cases it can also serve as the introductory sequence for the physics major. A student who decides after taking Physics 16 to take Physics 33, or who decides after taking Physics 17 to take Physics 34, can make special arrangements with the department. Students electing Physics 16 and 17 can also take Physics 8 or 11.

The sequence Physics 32, 33, 34, 35 will be the one normally taken by Physics majors. All or part of the sequence is recommended for majors in other sciences or for any student who wants a mathematically-based introduction to physics. The requisites for Physics 32, 33, 34 are Mathematics 11, 12, 21, respectively. Students with a strong background in physics and mathematics may be excused from Physics 32. It is recommended that such students take the Advanced Placement Examination in Physics (AP Physics C, Mechanics). An exam for placing out of Physics 32 will be given at the start of the fall semester.

Major Program. Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics or biophysics, or a field such as law or business. To preserve the option of doing a thesis in the Senior year, Mathematics 11, 12, 21 should be taken consecutively starting in the first semester of Freshman year, Physics 32, 33, 34, 35 should be taken consecutively starting in the second semester of Freshman year, and Physics 42 should be taken in the second semester of Sophomore year. The course requirements for a major in Physics are Mathematics 11, 12, 21; Physics 32, 33, 34, 35, 42, 47 and 48.

All Physics majors must take a written examination in the second semester of their Junior year. This examination is a preliminary to the Senior Comprehensive Examination which students must pass as a requirement for graduation.

Honors Program. The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. (For students intending to make a career in Physics, Physics 73 or 75 and at least one additional mathematics course are recommended.) Good performance on the preliminary examination taken at the end of Junior year will be a criterion for acceptance as a thesis student. At the end of the first semester of the Senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Honors work in Physics is to provide an opportunity for the student to pursue under faculty direction an investigation in-depth into a research problem in experimental and/or theoretical physics. In addition to apparatus for projects closely related to the continuing experimental research activities of the faculty (such as holography, mass spectrometry, lasers, atomic physics and ferroelectricity), facilities are available for experimental honors projects in many other areas. Subject to the availability of apparatus and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students are given the opportunity to review the literature in the field, to design, construct and assemble experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in May. During the first semester, students give preliminary talks in the Physics Seminar on their proposed projects. During the Spring, they again have the opportunity to describe their work in the Physics Seminar. At the end of the second semester, students take oral examinations devoted primarily to the thesis work and to questions suggested by performance on the Comprehensive Examination.

The departmental recommendation for the various degrees of Honors will be based on the student's record, Honors work, Comprehensive Examination and oral examination on the thesis.

8. The Rise of Twentieth-Century Physics. The main ideas of pre-twentieth century classical physics are treated quickly to set the background for appreciating the new physics. The special theory of relativity and the new notions of space, time and inertia are treated next. The developments in the understanding of the structure of matter and the profound changes brought about by Heisenberg's Uncertainty Principle and the concepts of Quantum Mechanics form the major content of the course. Algebra and trigonometry will be used in the course. This course is for non-science majors. Three hours per week.

Second semester. Professor Semon.

10. Energy and Entropy. Primarily for non-science majors, this course is focused on the concepts of energy and entropy, ideas which play a central role in our attempts to understand the universe in which we live. The course, designed for those who wish to gain an appreciation and understanding of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study applications of these laws to a variety of chemical and physical phenomena. Some social implications will also be discussed; we will treat, for instance, the various ways in which society employs energy transformations of various sorts, the efficiencies of energy conversion processes, and the world's limited energy resources. No prior college science or mathematics courses are required. Three class hours per week. Offered jointly by the Departments of Chemistry and Physics.

Second semester. Professors Kropf and Romer.

11. Physical Inquiry: The Nature of Light. Physics is the quest of humans for a logical system to interpret and give order to the seemingly chaotic flux of natural phenomena. Each of the revolutions in science has entailed critical reexamination of long-cherished convictions and formulation of new conceptual schemes for understanding nature. By focusing on particular themes, which may vary from year to year, this course will examine the concepts, methods, and goals of physics and will, at the same time, foster the skills necessary for scientific reasoning, experimentation, and calculation.

Light: Without it the world is dark, we are unseeing. The course will range widely. Using the rainbow as a leitmotiv, it will cover material from the contemporary quantum theory of light, ancient Greek theories of vision, Goethe's theory of color, wave and particle theories of the eighteenth century, and the electromagnetic field introduced by Faraday and Maxwell 100 years ago. Each account of light will not only be presented but also critically investigated for its shortcomings. Our studies will attempt, therefore, to uncover the forces that drive evolution and revolution in scientific thinking, forces that are themselves not always purely scientific.

No mathematics requisite. First semester. Omitted 1988-89.

16. General Physics I: Mechanics and Thermodynamics. This course will examine two of the main divisions of Classical Physics: Newtonian Mechanics and Thermodynamics. Newton's laws will be used to describe and explain a variety of simple motions including linear and circular motion, motion in a gravitational field, motion in the presence of friction, and simple harmonic motion. Work, mechanical energy and momentum will be discussed as underlying concepts in our understanding of all mechanical processes. The extent to which changes in temperature affect natural systems will be studied primarily through the introduction of the concepts of heat and entropy, and applications of the first and second laws of thermodynamics. Topics such as rotational dynamics, fluid mechanics, phase transitions, calorimetry, and kinetic theory may be added at the discretion of the instructor. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. Second semester. Professor Gordon.

16f. General Physics I: Mechanics and Thermodynamics. Same description as Physics 16.

First semester. Professor Towne.

17. General Physics II: Electromagnetism, Optics and Atomic Physics. Basic observations of electric and magnetic forces (the most important forces governing the structure of matter), their mathematical description, and the unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Introduction to wave motion, optics, and selected topics from atomic and nuclear physics. Laboratory experiments on electrical circuits, electronic measuring instruments, optics and optical instruments, and radioactivity and its measurement. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16. First semester. Professor Chancey.

17s. General Physics II: Electromagnetism, Optics and Atomic Physics. Same description as Physics 17.

Second semester. Professors Hilborn and Chancey.

32. Newtonian Mechanics. The fundamental laws of Newtonian mechanics are applied to a variety of simple motions including free-fall in a gravitational field, simple harmonic motion, and rigid-body rotation. The conservation laws (linear momentum, angular momentum, and mechanical energy) are introduced in various contexts and are shown to serve as unifying physical principles. Emphasis is placed on mathematics (including vector algebra and calculus) as powerful tools in understanding phenomena. This course includes an introduction to the use of computers in physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. Second semester. Professor Hunter.

33. Electromagnetism and Electronics. Fundamentals of electricity and magnetism using differential and integral calculus. The unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Laboratory experiments on electrical circuits and electronic measuring instruments. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 32 and Mathematics 12 or consent of the instructor. First semester. Professors Romer and Zajonc.

34. Waves, Optics and Thermal Physics. The general characteristics of wave motion will be approached through the wave equation and the solution to the boundary value problem. Included in the course will be the treatment of geometrical optics, energy relationships in waves, diffraction, interference, reflection, refraction and polarization. The second part of the course deals with simple thermal phenomena, the laws of thermodynamics, and an introduction to the kinetic theory of gases. The associated laboratory/recitation sections will be used for optical experiments as well as further discussion of lecture material. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 21 and Physics 33 or consent of the instructor. Second semester. Professor Towne.

35. Relativity and Quantum Physics. This course covers important developments in twentieth-century physics. The theory of Special Relativity is treated in some detail. Then the inadequacies of the classical explanations of such phenomena as blackbody radiation and the photoelectric effect are discussed. The partial, but imaginative, solution given by old "quantum theory" serves as a point of departure for the more systematic theory of atomic dynamics given by the "quantum mechanics." The course concludes with a selection of topics from atomic, nuclear, particle, and condensed-matter physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 34 or consent of the instructor. First semester. Professor Hunter.

42. **Mechanics.** Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods. Special emphasis is placed on oscillatory phenomena. Four class hours per week and occasional laboratories.

Requisite: Physics 33 and Mathematics 21 or 21s, or consent of the instructor. Second semester. Professor Chancey.

47. **Electromagnetic Theory.** A development of Maxwell's electromagnetic field equations and some of their consequences. Electrostatics, steady currents and static magnetic fields; macroscopic theory of dielectric and magnetic materials; time-dependent electric and magnetic fields and the complete Maxwell theory; energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 34, 42, or consent of the instructor. Physics 27 may be substituted for Physics 34. Physics 26 is equivalent to Physics 42. First semester. Professor Semon.

48. **Quantum Mechanics.** Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Three or four class hours per week and occasional laboratories.

Requisite: Physics 35 or consent of the instructor. Second semester. Professor Zajonc.

72. **Advanced Laboratory in Modern Physics.** In this course students will learn some of the experimental techniques and underlying theory associated with a number of important experiments in contemporary physics. The experiments will be carried out at several of the Five Colleges. The student will be expected to select and complete four three-week modules chosen from the following list of experiments available:

(1) Laser Spectroscopy(a)
(2) Rutherford Scattering of Protons from Gold Nuclei(b)

(3) Photoelectric Effect in High Vacuum(b)
(4) Cosmic Rays I—Extensive Air Showers of Ultra High Energy Cosmic Rays(c)
(5) Cosmic Rays II—Muon Capture and Decay(c)
(6) Properties of Liquid Helium(d)
(7) Superconductivity(d)
(8) Monte Carlo Computer Simulations(d)
(9) Fractal Growth in Electro-deposition(d)

(a) Amherst College, (b) Mt. Holyoke College, (c) Smith College, (d) University of Massachusetts

The course will be taught by members of the Physics Departments of the Five Colleges and will be open to students from the Five Colleges who have taken Physics 35 or its equivalent. Two four-hour laboratories per week and occasional class meetings.

Requisite: Physics 35 or equivalent and consent of the instructor. Second semester. Professor Hilborn.

75. Thermodynamics and Statistical Mechanics. First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including superconductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. First semester. Professor Gordon.

77. Senior Honors. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, D78. Senior Honors. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

RELATED COURSE

Re-Imagining the Human in a Technological Age. See Colloquium 28.

Open to Juniors and Seniors. Limited to thirty students. Second semester. Professors Upton and Zajonc.

POLITICAL SCIENCE

Professors Arkes, Sarat (Chair), W. Taubman, and Tiersky; Five College Professor Lake; Associate Professors Basu† and Machala*; Assistant Professors Dumm* and Rubin; Visiting Assistant Professor Villa; Mellon Lecturer Berman.

Major Program. A major in Political Science consists of nine courses in Political Science. Political Science 11 is a prerequisite for all majors.

Offerings in the Department include courses in American government, politics, law and public policy, comparative government and politics, international relations, and political theory. While majors are not required to take courses in each of these areas, the Department encourages students to do so.

All majors in Political Science may be required to pass a comprehensive examination in Political Science. This examination will cover the discipline as a whole and will be written or oral or both written and oral as the Department may prescribe.

Honors Program. Students who wish to be considered for graduation with Honors in Political Science must take part in the Honors program. The Honors program is designed to provide qualified students with full opportunity for independent research and writing. Candidates for Honors in Political Science will normally take Political Science D77 and 78. The double course in the first semester is designed to provide time for students to complete a first draft of a thesis, which must be submitted by the middle of January. At that time, the candidate's advisor, in consultation with a second reader, will evaluate the draft of the thesis and determine whether it merits the candidate's continuing in the Honors program during the second semester. Students who have completed Political Science D77 but who either are not permitted or choose not to enroll in Political Science 78 will be assigned a grade for work completed in Political Science D77. Students continuing in the Honors program will receive a single grade for the sequence of three courses upon completion of Political Science 78.

A cumulative average of 9 is required for admission to the Honors program. In addition, students will be admitted only upon application in the first week of the fall semester of their Senior year. Such application will consist of a brief description of their thesis topic—what it is, why it is important, and how it is to be illuminated. Prospective applicants should consult with members of the Department during the Junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as advisor will be available to do so. Permission to pursue projects for which suitable advisors are not available may be denied by the Department.

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*On leave 1988-89.

†On leave first semester 1988-89.

11. Introduction to Political Science. The course will consider the nature and purposes of politics, relationships between those who govern and those who are governed, and the myths, principles and practices of authority, justice, citizenship and revolution.
First semester. The Department.

20. The American Presidency. In the course of the twentieth century, the American Presidency has emerged as the premier national political institution, eclipsing the Congress in both power and prestige. In this course, we will investigate the development of the Presidency as the single most powerful office of the national government, and explore the extent and limits of contemporary Presidential power by studying the practice of various recent Presidents, primarily Kennedy through Reagan. To accomplish the first task, we will examine literature that attempts to explain the various historical and institutional-political factors that have contributed to the development of the contemporary Presidency. To accomplish the latter task, we will study various memoirs, policy analyses and critical-journalistic literature that chronicles the performance of these recent Presidents in the execution of both domestic and foreign policy.
Second semester. Omitted 1988-89. Professor Dumm.

22. Law, Politics and Society. The history of America has been and will continue to be shaped by ideas of right and justice derived from a heritage of constitutional government. Some would question whether those ideas of right and justice are adequate and acceptable and whether the Constitution itself contains the basis for a decent social and political life. In order to answer these questions it is necessary to develop standards which can be used to judge American legal institutions. This is the first business of the course. Such standards will be developed through an examination of jurisprudential writings as well as court decisions and contemporary critiques of the legal order. The course will analyze and assess the administration of justice in America. How are decisions about criminal responsibility made? What is the moral meaning of due process and how is it reflected in the operation of the legal system? What are the problems with and prospects of simultaneously maintaining order and upholding law? The course will conclude with an inquiry into the forms and limits of legal obligation in an imperfect legal order and into the ways in which such an order can be reformed and improved. Two class meetings per week.
Second semester. Professor Sarat.

23s. Political Obligations. The course will consider the grounds on which one can claim to be free from obligations that run counter to one's own opinion or the sense of one's own good—or, on the other hand, the grounds on which one may be obligated to accept restraints on one's personal life or support policies with which one deeply disagrees. The arguments will be tested against the problems of war, abortion, privacy, censorship, suicide, and the obligation to rescue; and the task in all cases will be to force a confrontation between the standards one would use in judging individuals (including oneself) and the standards one would insist upon in judging the morality of public policy.

Second semester. Professor Arkes.

24f. Politics in Third World Nations. This course explores the origins and manifestations of inequality between the First and Third Worlds as well as among and within Third World nations. The first part analyzes the "creation" of the "Third World" through colonial domination and nationalist struggle. This background helps to distinguish between myths and realities concerning poverty, food scarcity and over-population in Asia, Africa and Latin America. One section compares the attempts of liberal democratic, authoritarian and socialist regimes to achieve equality, growth and autonomy. International influences on domestic political arrangements will be considered throughout.

First semester. Omitted 1988-89. Professor Basu.

25. Comparative European Politics. An introduction to contemporary west European government and politics. The course is taught as a series of studies in political development. The analysis stresses both the common features of European political life and the irreducible uniqueness of national political histories and contemporary institutions. Britain, France and West Germany are emphasized. The last section evaluates the European community, Europe's role in world politics, and European decline and renewal.

First semester. Professor Tiersky.

26. World Politics. An introductory course in international relations examining world politics from three essential angles: strategic, economic and ethical. The first part of the course discusses the modern international system in historical perspective, analyzing both permanent and unique features of contemporary world politics. The second part of the course considers contrasting conceptions held by statesmen, scholars and others of the "national" and "international" interest and the policy-making process. The course then examines major contemporary international conflicts with special attention given to the interest and the role of the United States. Among the issues to be discussed: superpower rivalry (e.g., SALT), alliance politics ("trilateralism"), regional instability (Middle East, Southern Africa, Southeast Asia, Eastern Europe) and North-South tension growing out of Third World demands for a "new international economic order." Two class meetings per week.

Second semester. Omitted 1988-89. Professor Machala.

27. Soviet Politics and Foreign Policy. A survey of Soviet politics and foreign policy, and of the linkage between them. Among topics to be considered: Marxism and Leninism and their impact on Soviet behavior at home and abroad; pre-revolutionay political culture and its echoes in the post-revolutionary period; the revolution and its diplomacy; the rise of Stalin and the impact of Stalinism on the USSR and its foreign relations, especially with the United States; political and social change (and the lack thereof) under Khrushchev and Brezhnev; the Soviet policymaking process; the role of the Soviet Union in contemporary world affairs. The course will end with an examination of the Gorbachev regime and the prospects for the future.

First semester. Professor Taubman.

28f. Political Theory from Hobbes to Marx. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the growth of the idea that the center of philosophical thought about politics is in the individual whether as the bearer of interests or rights or dignity or conscience.

First semester. Professor Villa.

29. Congressional Politics. The Congress of the United States was by Constitutional design intended to be the national institution of governance that is most directly representative of the wishes of the national majority. Through most of its history, it also was considered to be the most powerful branch of the national government. Today, both of those assumptions concerning Congress are dubious propositions at best. In this course, we will inquire into the reasons for the transformation of Congress in the twentieth century from being the most powerful and responsible branch of national government, to being perceived as ineffectual, and the harbor of entrenched specific interest groups. We will also consider the recent "renaissance" of Congress, which began during the era of the Nixon presidency, especially in light of the resurgence of executive power represented by the Reagan presidency. To study these questions, we will investigate the organization of Congressional political parties, the committee system, the evolving role of constituent representation, legislative-executive relations, and the specific manner in which Congress over the past twenty years has sought to shape public policy in a variety of domestic and foreign policy areas.

First semester. Omitted 1988-89. Professor Dumm.

30f. The Vietnam War. The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and the withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Three class hours per week.

Enrollment limited. First semester. Professor Lake.

31s. Parties and Elections. In this course we will investigate the various functions of political parties and elections, as means of mobilizing groups, as means of representing polities, and as means of social control. We will begin with an examination of some of the most important theoretical literature concerning parties and elections, and then move to a close examination of the evolution of political parties in the American electoral system, using selected case studies at the local, state and national levels. Because our primary focus will be on understanding parties and elections in the United States, we will pay particularly close attention to the relationship between electoral politics and democratic values, asking questions concerning the roles of parties and elections in either refining or perverting expressions of popular will. We will also look at how parties function at different levels of American government as organizations through which particular political regimes attempt to govern.

Second semester. Omitted 1988-89. Professor Dumm.

32. Authority and Sexuality. Historically the regulation of sexual practices and the definition of appropriate modes of sexual expression have been important concerns of state and society. This reflects the difficulties which all social orders have in defining the limits of freedom and the legitimate scope of social control. But the effort to define those limits with respect to sexuality is by no means a relic of a discredited past as debates about abortion, homosexuality, pornography and the recent controversy about AIDS make clear. Moreover, our images of public authority are themselves, to some extent, a product of our struggles to find meaning in sexuality and sexual practice and to come to terms with the place of desire in our own lives.

This course asks how it is that sexuality is portrayed, imagined and defined in such a manner as to make possible various forms of scrutiny, regulation, and prohibition. We will examine the ways in which sexuality and authority are constituted in politics and in law as well as arguments suggesting that particular sexual relationships and particular arrangements of political authority are natural, normal, just or inevitable. We will investigate the way the rhetoric of sexuality and authority transforms this experience of desire and power as well as the ways authority rises from and depends upon a particular consciousness about sex which is revealed in philosophy, literature, and political theory. It may be that the very grounds on which we traditionally base claims of political freedom, namely images of natural law and natural rights, work at the same time to limit our freedom in formulating, expressing and sharing our sexual desires. Throughout, the course seeks to call into question oppositions of public and private, law and power, government and self, which have traditionally organized our thinking about authority and sexuality.

Second semester. Professor Sarat.

33s. France: Politics and Society. A study of modern French politics and society, stressing domestic political history with emphasis also on intellectual history, culture and ideologies. The course discusses classic writings (Tocqueville, Marx, Michelet, de Beauvior, de Gaulle, etc.), main themes in political culture, and France's claim to a uniquely valuable national identity, national independence and national purpose. The last discussion concerns the Algerian War. (Also taught as European Studies 12.)

Second semester. Professor Tiersky.

34. Lawyers and the Legal Profession. Alexis de Tocqueville, writing at the beginning of the nineteenth century, assigned to lawyers a special and important role in American society and politics. As he said, "In visiting America and studying their laws, we perceive that the authority they have intrusted to the members of the legal profession . . . is the most powerful existing security against the excesses of democracy." Today, however, we hear many complaints about the plague of lawyers or about our excessively legalized and adversarial society. The first matter of the course is to consider the role of lawyers in America and to address the question of whether lawyers contribute to a society which is more just, equitable and decent than it would be but for their skills, expertise and professional power. In addition, we will consider the nature of the lawyering process as well as the different roles which lawyers play as defenders of criminals, participants in divorce disputes and servicing corporate or business clients. Among the subjects which we will discuss are the ethical standards which govern the conduct of lawyers, the nature of legal education and its relation to what lawyers actually do, the burdens and responsibilities of lawyers as representatives of the ideology of legality, whether the tasks of lawyers can and should be de-professionalized and the similarities and differences between lawyers and other professionals. Finally, we will examine the question of what becoming a lawyer means and what ethical, political and personal considerations inform that choice as well as how these considerations shape the life of the practicing lawyer.

Admission with consent of the instructor. Second semester. Omitted 1988-89. Professor Sarat.

35. Law and the Social Order I: Fate of Law. See Colloquium 33 for description. Offered jointly by the Departments of Philosophy and Political Science.

First semester. Professors Kearns and Sarat.

36f. Introduction to Latin-American Politics. This course will provide an introduction to Latin-American politics in its social and economic setting.

Through historical analysis, we will evaluate theories that seek to explain Latin-American political development, including recent transitions between authoritarianism and democracy. Among the political actors we will look at are political and economic elites, urban popular sectors, peasants, labor unions, the Church, the military, and guerrilla movements. We will discuss issues ranging from state-formation to industrialization, populism to revolution, and investment by multinational corporations to the present debt crisis. We will also discuss United States foreign policy in Latin America. The course will focus on Brazil, Chile, Mexico, Peru, and Central America.

First semester. Professor Rubin.

38. International Law. The purpose of this course is to examine certain approaches to international justice as a measure for criticizing and reconstructing international law in the conditions of the contemporary world. We shall first examine the notion of international law and justice in general. Then, we shall deal with legal and ethical theories of basic universal human rights, national self-determinism, "just war," aggression and collective responsibility. Finally, we shall examine some problems of international economic justice as they now confront both developed and less developed countries, with emphasis on determining which rules and regulations for managing the international economy could be considered as legitimate by most members of the international community.

Admission with consent of the instructor. Second semester. Omitted 1988-89. Professor Machala.

41. The American Constitution I: The Structure of Rights. When John Adams wrote that we have "rights antecedent to all earthly government," he expressed the understanding of the Founders that the Constitution was not the source of our rights. The Constitution was the result, rather, of certain principles of lawfulness—certain moral understandings—which established the right of human beings to be ruled only by their consent, in a government restrained by law. In understanding our Constitution today, in reaching practical judgments in particular cases, it often becomes necessary to appeal outside the document to those "antecedent" principles which guided the framing of the Constitution. This course will focus on questions arising from the relations of the three main institutions which define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in diminishing our rights.

First semester. Professor Arkes.

42. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." When Lincoln said at Gettysburg that the American republic had been established "four score and seven years" earlier, he was referring to the Declaration of Independence and not the Constitution. The American regime was established before the Constitution by the men who articulated the first principles of republican government. The purpose of this course is to draw out the implications of those principles in a series of cases that gauge the character of the American polity and test, with a more exacting standard, the kinds of legal doctrines that have been produced under the Constitution. Are there parts of the Constitution and the Bill of Rights which have been assumed now to express necessary "principles" of constitutional government, but which cannot really claim the standing of principles? On the other hand, might the government under the Constitution have a much wider reach than we have traditionally assumed—might it be freer than we have supposed to do what is necessary to enforce the requirements of justice? Might the national government sweep past the jurisdiction of the States and reach any wrong that a local government may legitimately reach? Might the government penetrate the barriers of privacy and vindicate wrongs done within the family, even in the most intimate relations? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (It is not necessary to take Political Science 41 before taking this course.)

Second semester. Professor Arkes.

43. Legal Order and the Literary Imagination. Law and literature: Modern thought often opposes these two genres to each other as it opposes reason to passion, order to subversion, society to anarchy. The severity with which law regulates society is contrasted with the freedom of literary creativity. Many writers working in one of these genres have understood the uniqueness of their own field by stressing the ways in which it differs from the other. The attempts to justify these claims have produced both a literary tradition of writings concerned with law and a developed juristic discourse about the nature of literature. This course will critically explore this curious state of interdisciplinary affairs. Readings will be drawn from literature and literary theory, on the one hand, and legal doctrine and jurisprudence, on the other. Literary examples will include novelists ranging from the classic (e.g., Balzac) to the modernist (e.g., Blanchot) and theorists ranging from the romantic (e.g., Lukacs) to the deconstructionist (e.g., Derrida). Legal illustrations will include doctrines about rights of authorship and the nature of originality and theories about the interpretation of legal texts. Our goal will be to analyze the hidden ambivalences underlying the surface antagonism of law and literature and to evaluate their implications for our understanding of the sources of legal legitimacy.

First semester. Lecturer Berman.

44. Transitions to Democracy in Latin America: Theories and Comparisons. The present decade has seen a massive tide of political liberty in the hemisphere where only recently there were few non-repressive regimes. This course seeks to examine cases of transition to democracy in Argentina, Brazil, Colombia, Costa Rica, Dominican Republic, Ecuador, Peru, Uruguay, and Venezuela. We shall also look at the presently entrenched authoritarian regimes in Chile and Mexico. The problem of democracy will be treated from a long-run historical perspective and also by a more contemporary dynamic focus on the strategies available to actors in transitions. The course will conclude by assessing the prospects for democratic consolidation in the region.

Some of the major theoretical work on the conditions for democracy and the possible paths for democratic inauguration has come out of comparative politics, often focusing on Europe. The major authors to be read in this regard include Dahl, Lijphart, Rustow, Schmitter, and Schumpeter. The specifically Latin America-oriented authors include Cardoso, O'Donnell, Stepan, Therborn, Whitheead, and Wiarda. This course is primarily intended for students with some previous knowledge of Latin America or comparative politics.

Requisite: At least one political science course. Second semester. Omitted 1988-89.

45s. Europe in World Politics. A study of Europe's situation in contemporary world politics. The course first examines traditional relations between domestic politics and foreign policy. Historic European antagonisms and geopolitical explanations of European foreign relations are then considered. The bulk of the course analyzes European decline, renewal and struggle for place since World War II. Among the central issues are: Yalta and the division of Europe; decolonization and European unification; Gaullism; the "German Question"; West European communism and East European states; foreign policy and the international economy; defense and security for Western Europe; and, finally, Europe as it is "caught" between the Superpowers.

Limited enrollment. Second semester. Professor Tiersky.

47s. Power and Powerlessness: Asian Women. Are Asian women as passive, deferential and powerless as is often assumed? Have religious traditions, cultural values, and family structures generally undermined movements for their emancipation? Has the modernization process improved their situation? This course analyzes the sources of Asian women's powerlessness with a view to identifying the conditions which facilitate their emancipation. It suggests women's powerlessness is not only rooted in "traditional" forces; colonialism, industrialization and even urbanization have, in fact, frequently eroded women's power. Women have often organized collectively to defend their common interests. Religious and cultural forces, which have on the one hand been sources of women's powerlessness, have also provided indigenous inspiration for feminist goals.

Second semester. Omitted 1988-89. Professor Basu.

48. The Post-Communist State. The purpose of this course is to examine the concrete experiences of political life in Central Europe (Czechoslovakia, Hungary, Poland). As a rule, these societies continue to be described as either "totalitarian," "socialist," or "communist." Challenging these views, the course suggests that the political system of contemporary Central Europe is more appropriately characterized as "post-communist," i.e., as a system in which the power of the communist party is withering away. To substantiate this position, the course will examine the shift in the distribution of power between the state and civil society as well as that between the communist party and such state institutions as the military. Attention will also be given to the operation of the central planning system, the level of social welfare, the organization of the working class and the role of the middle class in changing Central Europe.

Second semester. Omitted 1988-89. Professor Machala.

49s. Political Theory from Plato to Machiavelli. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the tense relations among absolute morality, ordinary morality, and the pursuit of greatness. Attention will be given to the Socratic challenge to Athens and the early Christian challenge to Rome as well as to Machiavelli's worldly counterattack.

Second semester. Professor Villa.

51s. Latin America and the United States. This course will focus on the history of U.S.-Latin American relations to uncover the social, political and economic underpinnings of the current crisis. We shall discuss questions such as: What is the relationship between the superpower confrontation and the development of the National Security Doctrine in Latin America? Is the influence of multinational corporations in Latin America beneficial to democratic goals and to autonomous economic development? Is American foreign policy towards the region in any way shaped by the determination to control access to natural resources and to protect corporate investments in Latin America? Why, and how, has Central

America and the Caribbean become defined as the "backyard of the United States"? How have the interventions of the United States in the Southern Cone differed from the policies in Central America and the Caribbean? What is the relationship between the Doctrine of National Security—with its theory of the internal enemy—and the destruction of democracy in the Latin American nations of the Southern Cone? Finally, to what extent do the political and economic relations of the United States with Latin American nations promote democracy?

Second semester. Omitted 1988-89.

52. **Political Development.** A seminar on ideas of contemporary political evolution as well as certain permanent difficulties (or fallacies) in conceptualizing the persistence and change of political systems and states.

Discussion centers mainly around liberal and communist polities, that is, on political life in the older industrial and advanced industrial ("post-industrial") societies. Some attention is given also to East/West and North/South comparisons, such as the 1950s and 1960s theories of political "convergence" and "modernization." The last part of the course focuses on several theoretical issues—in particular, "functionalism," "historicism," and the ways one can make the difference between political theory and political ideology.

Limited enrollment. Second semester. Omitted 1988-89. Professor Tiersky.

55. **Seminar on the Politics of International Security.** In the world of nuclear superpower parity, theorists of international security in both the East and the West are emphasizing the autonomous dynamics of non-nuclear forces. The objective of this course is to re-examine this position critically, and to theorize about its implications for the nature of contemporary international political and military crises. Topics will include the evaluation of the conventional military balance in Europe, together with the control and/or prevention of conventional war in this region; U.S.-Soviet conflict and cooperation in the Third World; regional political and military conflicts; terrorism and the arms trade. Students will be required to write a research paper on one of the above topics.

Requisite: At least one course in international politics. Limited to twenty-five students. First semester. Professor Klare (Five College faculty).

56. **Indian Democracy and Chinese Communism.** To many scholars India and China traditionally represented contrasting paradigms of political development. While India was often considered a model of stable, continuous parliamentary rule, China provided a model of mass-based revolutionary change, culminating in the creation of Asia's first communist nation. How apt today are these characterizations of India as democratic and China as communist? To what extent is the Indian polity still characterized by relatively autonomous, accountable political institutions? Given its increasing resort to market mechanisms and integration into the global

political economy, can China still be characterized as communist? This seminar will address these questions in historical perspective.

Admission with consent of the instructor. Second semester. Professor Basu.

57s. Problems of International Politics. The subject varies from year to year. In 1989 the subject will be Reform in Soviet Politics and Foreign Policy: Khrushchev and Gorbachev Compared. The Khrushchev era, which lasted from Stalin's death in 1953 to Khrushchev's ouster in 1964, was a turning point that didn't turn. Nikita Khrushchev attempted reforms at home while trying to improve relations with the United States. But despite some successes, both projects largely failed. Mikhail Gorbachev has picked up where Khrushchev left off. But he is a very different man and leader, and the problems and opportunities he faces, both at home and abroad, have changed as well. This course will use the comparison between Khrushchev and Gorbachev to raise such general issues as the possibilities and limits of Soviet reform and of East-West detente; the linkage between Soviet domestic and foreign policy and the determinants of each; and the dynamics of Soviet relations with countries, like the United States, which have been most important to Khrushchev and Gorbachev. Students will be required to work independently on various issues/areas, reporting their findings to the class on a weekly basis and in a term-paper.

Preference in admission will be given to students who have taken Political Science 27. Other previous courses on Russian history, politics and economics, on world politics, and/or on American, European, Chinese or third world politics would be desirable. Admission with consent of the instructor. Limited to twenty students. Second semester. Professor Taubman.

58. Seminar in Constitutional Law. This course is conceived as an advanced course on selected topics in law and political philosophy for students who have already had some preparation in these subjects. The seminar will focus this year on the classic period in American jurisprudence in the nineteenth century: from the Marshall Court, at the beginning of the century, to the aftermath of the Civil War and the *Legal Tender Cases*. We shall concentrate on a collection of original, landmark opinions and on the writings of jurists such as Marshall, Story, Taney, Chase, and Field. The jurists in this period were writing with an uncommon clarity as they addressed the fundamental questions that were not addressed or resolved in the text of the Constitution. The concern of the course is with the moral reasoning they employed, the principles of jurisprudence they invoked, as they had to appeal to an understanding of law that stood "outside" the Constitution. We will consider how the jurists sought to explain the "limitations" of a constitutional government, even while they conceded that there "ought to be no limitation of a power destined to effect a purpose which is itself incapable of limitation." The course will also encompass problems of this kind: the return of fugitive slaves, the international trade in slaves, and the political economy of the Constitution (the creation of money, the regulation of trade, the confiscation of property).

Requisite: Courses in law and political theory. Limited enrollment. Admission with consent of the instructor. Second semester. Omitted 1988-89. Professor Arkes.

59s. Contemporary Political Thought. A study of some of the major writers who have tried to come to terms with the political features of modernity. The emphasis is on the impact of Marx, Nietzsche, and Freud.

Limited enrollment. Second semester. Professor Villa.

60. Punishment and Political Order. The power to impose law and to punish crime is central to the institution of the modern state. This course explores the diverse ways states carry out this power in the contemporary world. We will investigate the different modes of punishment by which states exercise their authority and seek to legitimate themselves—e.g., confinement in cells, incarceration in asylums, torture, killing, even education and rehabilitation. We will inquire into punishment as it operates in liberal-democratic and socialist states, especially, the United States and the Soviet Union, and in the emergent post-colonial political systems. Our goal throughout will be to study crime and punishment as a means of illuminating the character of modern political regimes and of understanding how states employ coercion to ensure their rule.

Second semester. Omitted 1988-89. Professor Dumm.

61. Making Sense of Marx. This seminar will be devoted to studying the thought of Karl Marx. We shall begin with a reconstruction of Marx's theory of socialism and communism, identifying the key structural features and the essential historical pre-conditions necessary for the existence of these social systems. Given this perspective, we shall then discuss various themes crucial to Marx's vision of the future, namely, his view of historical progress, his conception of the genesis and dynamics of capitalism, class formation and class interests, nationalism and national interests as well as his conception of the state, the law and morality. The course will conclude with a detailed examination of Marx's theory of social causation. For texts, we will rely primarily on Marx's own writings, using secondary sources only to help guide us through his vast opus.

Limited enrollment; preference will be given to those who have had some degree of exposure to Marx in previous courses. First semester. Omitted 1988-89. Professor Machala.

64. Legitimation Problems in the United States. In this seminar we will first investigate the theoretical literature concerning the role of the modern state as the primary arena in which politics are authoritatively ordered. Then we will examine how such literature might apply to the United States, which is the country that many have claimed is an exception to the rules that seemingly have governed the evolution of most other modern capitalist states. Is the United States suffering from a legitimation crisis? Is the United States undergoing a transformation in the political and ethical assumptions that govern the most important relationships between rulers and ruled? We will begin by reading selections from such theorists of the modern capitalist state as Marx, Weber, Lenin, and more recently, Habermas, Poulantzas, Miliband, and Moore. In light of that reading we will then examine works of such theorists of American politics as Madison, Tocqueville, Lincoln, Charles Francis Adams, Turner, Dewey, and more recently, Hofstadter, Hartz, Dahl, Lindblom, Lowi, Wolfe, and Piven and Cloward. Throughout, we will be asking questions concerning how the modern state generally, and the American state particularly, govern in an increasingly complex world, one which seems to create great pressures toward making all citizens conform to singular standards of obedience, and against the further realization of liberal-democratic values such as self-autonomy and equality.

Second semester. Omitted 1988-89. Professor Dumm.

D77, 78. Senior Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97, 98. Special Topics.

First and second semesters.

PSYCHOLOGY

Professors Coplin‡, Grose, Olver†, Sorenson‡, and Weigel; Associate Professors Aries (Chair) and Raskin; Assistant Professor Duffy.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. On occasion, in consultation with the Department, a student may include one course in a closely allied field in a major program.

In order to insure a comprehensive understanding of the discipline, students are expected to satisfy specific distribution requirements within the major program. These "core" courses include Psychology 11, 12 or 26, 22, and any one of the following: Psychology 20, 21, 25, 27, 28, 30, 32, or 44. Honors level grades are required B or higher in each of the four "core" courses submitted in satisfaction of departmental distribution requirements. Failure to attain a grade of B or better in a core course means that remedial work will have to be arranged and a qualifying exam passed if the student is to continue to be a psychology major.

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†On leave first semester 1988-89.

‡On leave second semester 1988-89.

Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their Senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before the end of second semester, Junior year.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry regarding the origins, variability, and change of human behavior. As such, the course focuses on the nature-nurture controversy, the processes associated with cognitive and emotional development, the role of personal characteristics and situational conditions in shaping behavior, and various approaches to psychotherapy.

First semester. Omitted 1988-89. Professor Weigel.

11s. Introduction to Psychology. Same description as Psychology 11.

Second semester. Professor Weigel.

12f. Psychology as a Natural Science. This course will examine the utility of animal experimentation for developing an understanding of human behavior. Primary emphasis will be placed on the contribution made by the psychobiological perspective to the understanding of human psychopathology.

First semester. Professor Sorenson.

12. Psychology as a Natural Science. Same description as Psychology 12f.

Second semester. Omitted 1988-89. Professor Sorenson.

20f. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Topics include person perception, attitude change, interpersonal attraction, conformity, altruism, group dynamics, and prejudice. In addition to substantive issue, the course is designed to introduce students to the methods involved in computer-assisted data analysis.

Requisite: Psychology 11. (Recommended: Psychology 22.) Limited to fifteen students. First semester. Professor Weigel.

21. Personality. A consideration of the theory and research directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving. In particular, the psychoanalytic, dimensional, cognitive, social, and learning perspectives on personality development and change will be compared and evaluated.

Requisite: Psychology 11. Limited to forty students. Not open to Freshmen. First semester. Professor Weigel.

22f. Statistics and Experimental Design. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Duffy.

22. Statistics and Experimental Design. Same description as Psychology 22f.

Second semester. Omitted 1988-89.

24f. Developmental Psychobiology. A study of the development of brain and behavior in mammals. The material will cover areas such as the development of neurochemical systems, how the brain recovers from injury, and how early environmental toxins influence brain development. Emphasis will be placed on how aberrations in the central nervous system influence the development of behavior.

Requisite: Psychology 26 and consent of the instructor. Limited enrollment. First semester. Professor Raskin.

25. Human Learning and Memory. A study of current issues in research on human learning and memory. We will consider a variety of models of learning and memory and critically examine the experimental evidence that supports these models. Emphasis will be placed on cognitive approaches, but other perspectives will also be considered. Special topics will include the accuracy of autobiographical memory, the memory deficits that characterize amnesia, the effect of aging on memory, and the development of memory in children.

Requisite: Psychology 11. First semester. Omitted 1988-89. Professor Duffy.

26. Physiological Psychology. A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Three class hours and three hours of laboratory work per week.

Requisite: Consent of the instructor (Psychology 22 recommended). Second semester. Professor Raskin.

27. Developmental Psychology. A study of human development with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. First semester. Omitted 1988-89. Professor Olver.

27s. Developmental Psychology. Same description as Psychology 27.

Requisite: Psychology 11 or 12. Second semester. Professor Olver.

28. Abnormal Psychology. A study of the etiology and psychodynamics of psychological deviance with a focus on the psychological diagnosis and psychotherapy of the behavior disorders.

Requisite: Psychology 11 or 12. Not open to Freshmen. Second semester. Omitted 1988-89. Professor Coplin.

29s. Human Sexuality. A review of biological, psychological, and cultural factors affecting sexual development and expression in humans. Among topics covered are gender and sex role differentiation, psychosexual development, physiology of sexual response, pregnancy and childbirth, conception control, sexual dysfunctions, and alternative sexual lifestyles.

Second semester. Omitted 1988-89. Professor Coplin.

30. The Development of Psychoanalytic Theory. An examination of the chronological development of Freud's clinical method, data and theories. Freud's clinical cases will be considered as a vehicle for understanding the interplay between clinical evidence and theory, and the evolution of the psychoanalytic method and model of the mind. The progression of Freud's ideas in the direction of object relations theory, and the scientific validity of Freud's major formulations will be discussed.

Requisite: Psychology 11 or 12. Limited to twenty students. Second semester. Professor Aries.

32f. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited enrollment. First semester. Professor Aries.

35. Psychopathology of Adolescence. An examination of the psychological disorders of adolescence in light of the developmental tasks and processes that characterize the age group. Emphasis will be placed on presenting the biological, psychodynamic and psychosocial perspectives on the etiology and treatment of these disorders. Topics such as eating disorders, identity disorders, aggressive and delinquent behavior, drug abuse, schizophrenia, depression and suicide will be covered.

Requisite: Psychology 12 plus a course in developmental psychology (Psychology 27, 32 or 36). Limited to twenty students. First semester. Omitted 1988-89. Professors Aries and Raskin.

36. Psychology of Aging. An introduction to the psychology and psychobiology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Research utilizing animal models as well as clinical studies will be reviewed. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 and 12. Limited to twenty students. Second semester. Omitted 1988-89. Professor Raskin.

38f. Psychopharmacology. An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and on the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26 and consent of the instructor. Limited enrollment. Not open to Freshmen. First semester. Professor Sorenson.

40. Sex Role Socialization. An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is not on sexual behavior but rather on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 or 12. Second semester. Omitted 1988-89. Professor Olver.

41. Psychotherapy. This seminar will examine the theories and techniques of some of the major systems of psychotherapy, including psychoanalysis, behaviorism, humanism, social learning, and the medical model. There will be an emphasis on emerging community mental health perspectives. Students will write a major paper based on practicum or volunteer experience in a mental hospital, mental health center, halfway house, or other mental health facility in the local community.

Requisite: Psychology 11 or 28, or the equivalent, and consent of the instructor. Limited to fifteen students. Not open to Freshmen. First semester. Professor Coplin.

42f, 42. Psychology Seminar. Members of the Department will occasionally offer seminars designed to give the student an opportunity to study a selected topic in depth.

3. GROUP PROCESS AND BEHAVIOR CHANGE. A number of theories of group functioning will be examined, including the works of Freud, Moreno, Bion, Rogers, Berne, and Perls. Special emphasis will be placed on attempts to use group functioning to induce behavior change as in the group therapies, sensitivity training, encounter, and marathon groups.

Requisite: Psychology 11 and consent of the instructor. Second semester. Omitted 1988-89. Professor Coplin.

4. CONTEMPORARY ISSUES IN SOCIAL PSYCHOLOGY. This seminar will examine research methods employed in social psychology. Students are responsible for developing a research design, collecting and analyzing the appropriate data, and writing a journal-style article describing the background, logic and results of their investigation.

Requisite: Psychology 11, 22, and written consent of the instructor. Second semester. Omitted 1988-89. Professor Weigel.

6. THE PSYCHOBIOLOGY OF STRESS. This course will explore the phenomenon of stress, its physiological and psychological correlates, and strategies for reducing its untoward consequences. We will begin by considering alternative views of the nature of stress, focusing on the difficulty of objectively describing the characteristics of environmental "stressors." Then we will review the neuroendocrine concomitants of stress and evaluate the role of stress in the etiology of a variety of disorders of health and behavior including: psychosomatic disorders, sudden death, hyperaggressiveness, obesity, impotence, depression, schizophrenia, and infantile autism. Next we will explore the basis of

individual differences in stress responding, including the possible origins of "Type A" verus "Type B" personality characteristics. Then we will turn to efforts to prevent or reduce stress and to attenuate anxiety, a psychological correlate of stress. We will evaluate efforts to develop animal models of anxiety, efforts to determine the neural substrates of this emotional state, and efforts to develop pharmacological and behavioral treatments for stress and anxiety. Finally we will consider evidence suggesting that drug addiction involves the self-administration of pharmacological agents to alleviate stress or anxiety.

Requisite: Psychology 12 or 26. Limited to twenty students. Second semester. Omitted 1988-89. Professor Sorenson.

44. Cognitive Psychology. A study of the mental processes which underlie our ability to perceive, reason, and use language. The course will evaluate the current conception of the mind as an information processing device. Evidence for this conception will be taken from studies of both normal and brain-damaged subjects. In addition, where relevant, work in related fields of artificial intelligence, linguistics, and philosophy will be considered. Finally, we will discuss the implications of cognitive theories for understanding a number of topics, including the nature of intelligence and creativity, the accuracy of eyewitness testimony in the legal system and the origin of systematic biases in medical decision-making.

Requisite: Psychology 11. Limited to twenty-five students. Second semester. Professor Duffy.

46. The Psychology of Language. A study of the human capacity for creating and using language. This course will address a number of current research questions on the psychology of language. These include the question of what we mean by "language" in light of recent efforts to teach language to primates, the question of what is innate and what is learned during language acquisition, and the question of how the cognitive system is structured to process linguistic input as we read or listen.

Requisite: Psychology 11 and consent of the instructor. Second semester. Professor Duffy.

77, 78 or D78. Senior Honors. Open to Senior majors in Psychology who have received departmental approval. First and second semesters.

97, H97; 98, H98. Special Topics. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to Juniors and Seniors with consent of the instructor. First and second semesters.

RELIGION

Professors Pemberton†, Thurman, and Wills*; Associate Professors Doran (Chair) and Niditch; Visiting Assistant Professor Gyatso; Lecturer Maffly-Kipp.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major as well as, often in the case of Honors majors, the Senior thesis. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. This will usually require students concentrating on a Western religion to achieve a secondary mastery of an aspect of Eastern religion and vice versa. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11s, Introduction to the Study of Religion, and a course in the comparative study of religious traditions, as well as six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the Senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. The emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

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*On leave 1988-89.

†On leave first semester 1988-89.

Honors Program. Honors in Religion shall consist of Religion 11s, a course in the comparative study of religious traditions, and the thesis courses, Religion 77 and D78, plus four additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11s. Introduction to the Study of Religion. The course attempts to gain insight into the phenomenon of religious experience through an analysis of the structure and dynamics of religious activity. The study will begin by examining a variety of interpretations of religious experience drawn from anthropological, sociological, psychoanalytic, theological, and other modes of inquiry, and then will evaluate the insights gained from these interpretations in terms of accounts of religious experience in contemplative, scriptural, and theological literature and the expressions of religious life in rituals and institutions of two contemporary religions of Eastern and Western cultures.

Second semester. Professors Doran, Niditch, and Pemberton (Course Chair).

12f. Religious Traditions in Asia. Introduction to the major religious traditions of India and China and their heirs in other Asian countries, with attention to the interrelationship with popular religious cultures. This year we will examine a number of lives of outstanding exemplars of the various traditions. We will use scriptures, biographies, and historical and literary works to consider the varieties of Asian religious experience, the ways they are portrayed in literature, and the place of the religious person in society, taking special interest in expressions of self and individual creativity. We will begin with founding figures, such as Buddha, Confucius, and Lao Tzu, and will proceed to piece together the materials available to trace the record of feminine spirituality in these traditions. We will look at Indian mendicants, poetesses, siddha adepts, Chinese monks and nuns, Japanese Zen masters, Tibetan yogis and yoginis, Thai forest saints, and others.

To be taught as Asian Studies 11s, Introduction to Asia, in 1988-89. See Asian Studies 11s. Second semester.

16f. The Christian Religious Tradition. An examination of the development of Christian thought in Western culture from St. Augustine to Pascal.

Special attention will be given to understanding the relationship of religious vision and self understanding to a particular historical moment and also to the problem of the religious life and social change. Readings will include St. Augustine's *Confessions*, selections from St. Thomas Aquinas' *Summa Theologica*, the poetry of Christian mystics and the rules of the monastics, Dante's *Divine Comedy*, selections from Catholic and Protestant reformers, and Pascal's *Pensees*.

First semester. Omitted 1988-89. Professor Pemberton.

21. Hebrew Scriptures. The rich and varied literary traditions of the Old Testament, studied against the background of ancient Near Eastern myth, ritual, and law. We will trace the ways in which the theological message of the Old Testament and its literary forms adapt to and parallel developments in Israel's history and social structure.

First semester. Professor Niditch,

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first-century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.

Second semester. Professor Doran.

23. Buddhist Scriptures. A literary, and philosophical study of the fundamental scriptures of the Buddhist traditions: Theravada, Mahayana, and Tantra. Primary attention will be given to the texts themselves in their Indian religious setting and to the the basic Buddhist ideas concerning self, mind, emotion, and enlightenment that they express. We will also look at commentaries by such great philosophers as Nagarjuna, Shantideva, Chih I, Shinran, Nichiren, and Tsong Khapa. Readings will include the *Dhammapada*, the *Songs of the Sisters*, the *Acts of the Buddha*, the *Wisdom Gone Beyond*, the *Lotus and Pure Land Scriptures*, and selections from the *Ghuvasamaja Tantra*.

First semester. Professor Gyatso.

25s. Religion and Art in Africa. An inquiry into traditional African religion and art with special consideration given to the ritual context of music, dance, masquerade, and shrine sculpture. The course of study will focus upon the religion and art of the Yoruba people of Nigeria. Attention will also be given to religious symbolization and canons of aesthetic excellence among the Dogon, Mende, Baule, Ashanti, Kalabari, Igbo, Benin, and Fang of West Africa, and the peoples of Zaire of Central Africa.

Second semester. Omitted 1988-89. Professor Pemberton.

29. The Indo-Tibetan Buddhist Tradition. A study of the Mahayana religious and philosophical tradition as transmitted from India to Tibet and as preserved and developed in the "Land of Snows" during the millenium since its loss in India. Attention will be given to the achievements of the great teachers of India, such as Padmasambhava and Atisa; the history and atmosphere of the transmission from the great Indian Universities to the Tibetan kingdom, the accomplishments of the Tibetan translators and scholars, such as Bu Ston, Sa sKya Pandita, kLon Chen pa, Tsong Khapa, 'Jam dbYans bZed pa, pa, etc., as well as to the Tibetan cultural ethos of nomadism and shamanism that contributed to the popular traditions and religious expressions. Readings will proceed in the works of Stcherbatski, Obermiller, Snellgrove, Evans-Wentz, Govinda, Tucci, and Guenther, with the help of a number of recent dissertations and unpublished translation-manuscripts.

First semester. Omitted 1988-89.

30f. The Poetry of Enlightenment. In a study of the aesthetics of religious experience, we will read outstanding examples of the literary arts that attempt to convey the realization of enlightenment. Our texts are primarily the poetry of the esoteric traditions of India, China, Japan, and Tibet, including enlightenment songs *(Doha)*, love poetry, Ch'an poems and Japanese *haiku*. In addition we will read dramas and Tantric works, attending also to theoretical reflections on, for example, the role of "taste" *(rasa)* in Indian literature, the semiotics of symbols in Tantric "twilight" language, and the use of "floating phrases and fictive utterances" in Chinese and Japanese poetry. We will look at Chinese theories of the visual arts on the "resonance" between artists, subject, work of art, and reader/beholder, and at the impact of color and form in Tibetan visualizations. For interpretive tools, we will have recourse to contemporary works in aesthetics and hermeneutics, including those of Heidegger, Gadamer, and Owen Barfield.

First semester. Professor Gyatso.

31s. Buddhist Psychology. In its concern to refine ethical, contemplative and intellectual techniques for positive transformations of the mind, the Buddhist tradition developed and tested in practice sophisticated models of negative and positive emotions, perceptual and conceptual cognitions, normal and supernormal states of consciousness, personality structure and transpersonal potential. Recent researchers in western psychology, especially in humanistic and transpersonal movements, have begun the process of shifting and evaluating these Eastern "Interior Sciences." We will examine some of the main sources of Buddhist psychology in Indian and Tibetan texts ranging from the second to the nineteenth century, including works of Vasubandhu, Asanga, Dharmakirti, Chandrakirti, Tsong Khapa, Jamyang Shaypa, and others. We will also consider some recent western attempts to fit eastern models of mind into modern theory and practice, relying on the works of Wilber, Walsh, Vaughan, and others.

Requisite: Religion 11 or 12 or Psychology 11, or consent of the instructor. Second semester. Professor Gyatso.

33. American Religious History I. A survey of the history of American religion from the colonial period to the Civil War. Emphasis will be placed on the theology and ethics of the New England Puritans (including Jonathan Edwards), the relations of Protestantism to the Revolution and the emergence in America of liberal democracy, the creation by the slaves of Afro-American Christianity and the development in the north of the independent black churches (particularly the A.M.E. church), and the role of religious figures in the antebellum critique and defense of slavery and industrialism. Attention will also be given to the formation of American Catholicism and American Judaism.

First semester. Lecturer Maffly-Kipp.

34. **American Religious History II.** A survey of the history of American religion from the Civil War to the present. Emphasis will be placed on the emergence and development (particularly within Protestantism) of a theology responsive to modern developments in natural science, social science and historical scholarship; the steady erosion of white Protestantism's cultural hegemony and the growing importance of Catholicism, Judaism and black religion; the continuing tension within all American religious communities between traditionalism and liberalization; the role of religious figures in criticizing and defending racial segregation, capitalism, and America's expanding role in international affairs; and the importance of the 1960s as a period of change in American religious life.

Second semester. Lecturer Maffly-Kipp.

36f. **Religion and Politics in the United States.** An examination of the role of religious ideas, institutions, identity, and individual leaders in American politics. Attention will be given to the interplay between "civil religion" and religious pluralism, the origins and meaning of the separation between church and state, the relation of religious to political loyalty in the various American party systems, the attempts of religious groups to shape the resolution of public issues, and the role of influential religious leaders in political life. Though broadly historical, the course will emphasize developments of recent decades, e.g., Catholicism in American politics from John F. Kennedy to Geraldine Ferraro, black religion and black politics from the civil rights movement to the Jesse Jackson candidacy, Judaism's response to the emergence of the state of Israel and the course of the United States' policy toward the Middle East, and the political resurgence of American evangelicalism from Jimmy Carter to Pat Robertson.

First semester. Omitted 1988-89. Professor Wills.

38. **Folklore and the Bible.** This course is an introduction to the cross-discipline of folklore and an application of that field to the study of Israelite literature. We will explore the ways in which professional students of traditional literatures describe and classify folk material, approach questions of composition and transmission, and deal with complex issues of context, meaning, and message. We will then apply the cross-disciplinary and cross-cultural methodologies of folklore to readings in the Hebrew

Scriptures. Selections will include narratives, proverbs, riddles and ritual and legal texts.

Second semester. Omitted 1988-89. Professor Niditch.

39. Women in Judaism. A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal *(halakic)* and non-legal *(aggadic)* material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and nonfiction concerning the woman in modern Judaism. Employing an interdisciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

First semester. Omitted 1988-89.

40. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century A.D.

Second semester. Omitted 1988-89. Professor Niditch.

41s. The Rabbinic Mind. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

Second semester. Professor Niditch.

45. History of Christianity—The Early Years. This course deals with issues which arose in the first five centuries of the Christian Church. We will examine first how Christians defined themselves vis-à-vis the Greek intellectual environment, and also Christian separation from and growing intolerance towards Judaism. Secondly, we will investigate Christians' relationship to the Roman state both before and after their privileged position under Constantine and his successors. Thirdly, the factors at play in the debates over the divinity and humanity of Jesus will be examined. Finally, we will look at the rise and function of the holy man in late antique society as well as the relationship of this charismatic figure to the institutional leaders of the Christian Church. Note will be taken that if it is primarily an issue of the holy *man*, what happened to the realization of the claim that "in Christ there is neither male nor female"? What too of the claim that "in Christ there is neither free nor slave"?

First semester. Professor Doran.

48. Christian Thought in the Modern World. An examination of the writings of selected Catholic and Protestant theologians of the nineteenth and twentieth centuries in terms of two questions: What is the status of Christian belief in an age of science? What is the relationship of Christianity to non-Christian religions? The course will examine such issues as the relationship between religious commitment, theological doctrine, and scientific inquiry; and the authority of church and scripture in relationship to religious pluralism and the historical and cultural relativism of religion.

Second semester. Omitted 1988-89. Professor Pemberton.

49s. Christian Ethics. An examination of the theoretical structure of Christian ethics and its application to contemporary individual and social questions. Attention will be given to such theoretical issues as the relation between philosophical and theological ethics, the relation of principle and situation in moral decision-making, and the status of love as a moral norm, as well as to specific questions concerning modern warfare, political obligation, economic inequality and bioethics.

Second semester. Omitted 1988-89. Professor Wills.

62. Topics in Indian Philosophy. A critical examination of the contributions of major Indian philosophers to the solution or dissolution of philosophical problems which have intensely concerned philosophers of all times and traditions. Reflections will focus on the phenomenology of the Abhidharma, as related to Vaisesika realism, on the idealistic epistemology of the Vijnanavada, as related to the Nyaya rationalism, and on the technique of radical criticism of the Madhyamika, as related to subsequent developments in Vedanta thought. Special attention will be given to the problems of philosophical languages in order to overcome the obstacle to thought posed by the difficulties of translation. Readings will include Vasubandhu's *Abhidharmakosa*, the *Nyayasutra*, the *Vaisesikasutra*, the *Nyayabindu*, the *Madhyamikakarika*, with other critical works by modern Indian and European authors, such as Shastri, Murti, Stcherbatski, Matilal, Potter, etc.

Requisite: Religion 11 or 12, Philosophy 11, or consent of the instructor. Second semester. Omitted 1988-89. Professor Thurman.

77. Senior Honors. Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the

Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to Seniors with consent of the instructors. First semester. The Department.

D78. Senior Honors. Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to Seniors with consent of the instructors. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

RELATED COURSES

Anthropological Approaches to the Study of Religion. See Anthropology 31s.

Not open to Freshmen. Second semester. Omitted 1988-89. Professor Babb.

Introduction to Asia. See Asian Studies 11s.

Second semester. Professors Babb and Morse and Asian Studies Faculty.

Myth, Ritual and Iconography in West Africa. See Black Studies 26.

Second semester. Professors Abiodun and Pemberton.

Introduction to Black Religion. See Black Studies 47s.

Second semester. Omitted 1988-89. Professor Wills.

Women and the Bible. See Bruss 14.

Second semester. Professor Niditch.

The Reformation Era, 1500-1660. See History 22f.

First semester. Professor Hunt.

Church and State in History. See History 87s.

Requisite: One course in either medieval or early modern European history or in Japanese history or consent of the instructors. Second semester. Professors Cheyette and Moore.

ROMANCE LANGUAGES

Professors Benítez-Rojo (Chair of Spanish), Huet† (Chair of French, second semester), and Maraniss; Associate Professors Caplan‡ (Chair of French, first semester), and Sommer*; Assistant Professors de la Carrera†, Hewitt, and Rockwell; Visiting Assistant Professor B. Sánchez-Eppler; Lecturers Nawar and Otaño-Benítez; Visiting Lecturer Woestelandt.

The objective of the Romance Languages major, whether in French or Spanish, is to learn about another culture directly through its language and principally by way of its literature. Literature is here understood as a significant expression of a culture.

Emphasis in courses is upon examination of significant authors or problems rather than on chronological survey. We read texts closely from a modern critical perspective, but without isolating them from their cultural context. To give students a better idea of the development of Romance Literatures throughout the centuries, we encourage majors to select courses from a wide range of historical periods, from the Middle Ages to the present.

Fluent and correct use of the language is essential to successful completion of the major. Most courses are taught in French or Spanish. The Department also urges majors to spend a semester or a year studying in a French- or Spanish-speaking country.

The major in Romance Languages provides effective preparation for graduate work, but it is not conceived as strictly pre-professional training. The French and Spanish departments within the Department of Romance Languages share certain principles. The application of these principles to their majors is detailed below.

French

Major Program. The Department of French aims at flexibility and response to the plans and interests of the French major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major in French (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. All courses offered by the Department above French 3 may count for the major. The one rule of selection is that two of the eight courses submitted for the major must be chosen from offerings in French literature before the nineteenth century. Comprehensive examinations must be completed no later than the seventh week of the second semester of the Senior year.

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*On leave 1988-89.

†On leave first semester 1988-89.

‡On leave second semester 1988-89.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must write a thesis in French; oral examinations on the thesis will be scheduled in the late spring. Candidates will normally elect 77 and 78 in their Senior year.

Foreign Study. A program of study approved by the Department for a Junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language. Four Amherst French courses will be the minimum required for a major who has spent a Junior year abroad.

Exchange Fellowships. Graduating Seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

Placement in French language courses. See individual course descriptions for placement indicators. Placement in French literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of French 5 or a course of equivalent level in secondary school French (Advanced Standing or a score of 600 in CEEB placement).

FRENCH LANGUAGE AND COMPOSITION

1. Elementary French. The course uses the new audiovisual program, *French in Action.* This program is the first to use television in an exciting and humorous way; it employs only authentic French and allows students to use the language creatively and at their own pace. The course features a rapid exposition of French grammar with emphasis on the acquisition of active skills (speaking, writing, and vocabulary building). Three hours a week for explanation and demonstration, one hour a week in small sections plus laboratory drill for oral practice.

For students without previous training in French. First semester. Dr. Nawar, Professor Rockwell, and Assistants.

1s. Elementary French. Same description as French 1.

Second semester. The Department and Assistants.

3. Intermediate French. A continuation of French 1 with intensive review of grammar.

Requisite: French 1 or two years of high school French. First semester. Dr. Nawar and Assistants.

3s. Intermediate French. Same description as French 3.
Second semester. Dr. Nawar and Assistants.

5. Language and Literature. An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Reading will be drawn from significant short stories, plays and poetry from the modern period. The survey of different literary genres serves also to contrast several views of French culture. Conversation classes with native French assistants are an essential part of this program. Successful completion of French 5 prepares students for literature and advanced courses. Conducted in French. Three hours a week in class and one hour of conversation with French assistants.

For students with three or four years of secondary school French and a CEEB score between 500-600. First semester. The Department and Assistants.

5s. Language and Literature. Same description as French 5.
Second semester. The Department and Assistants.

7. Textual Analysis and Writing Skills. The principles and practice of expository writing: development of correct and effective expression in French. Intensive training in composition organized around a variety of modern texts (poetry, novels, essays from Baudelaire to Sartre). Highly recommended for future French majors.

Requisite: French 5 or equivalent. First semester. The Department.

7s. Textual Analysis and Writing Skills. Same description as French 7.
Second semester. The Department.

8f. French Conversation: Contemporary France. To gain as much confidence as possible in idiomatic colloquial French we discuss—undogmatically—French social institutions and culture. In general we try to appreciate differences between French and American viewpoints. Taking off sometimes from a lively, informative textbook and sometimes from selected newspaper articles, our conversational exchanges will touch upon such topics as French education, French art and architecture, the position of women, the spectrum of political parties, minority groups, religion and the position of France and francophonic countries in the world.

Requisite: French 5 or equivalent. First semester. The Department and Assistants.

8. French Conversation: Contemporary France. Same description as French 8f.

Second semester. Professor Hewitt and Dr. Woestelandt.

FRENCH LITERATURE AND CIVILIZATION

11. Cultural History of France: From the Middle Ages to the Revolution. A survey of French civilization: literature, history, art and society. We will discuss Romanesque and Gothic art, the role of women in Medieval society, witchcraft and the Church, Reformation and Counter-Reformation, the centralization of power and the emergence of absolute monarchy. Slides and films will complement lectures, reading and discussion of monuments, events and social structures. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1988-89. Professor Huet.

12. Cultural History of France: From 1789 to the Present. A survey of French culture from the Revolution of 1789 to the present. The course will focus on the social and literary changes that occurred in the wake of a series of revolutions (1789, 1830, 1848, 1871), and the development of the modern political State. Slides, movies, and texts will help us understand the aesthetic movements that shaped the period: Romanticism, Symbolism, Decadence, Surrealism, contemporary thought. Special attention will be given to developments in the arts and architecture, from David to the Centre Pompidou and the Orsay Museum. Conducted in French.

Requisite: French 5 or equivalent. Second semester. Professor Huet.

21. Medieval French Literature: Tales of Love and Adventure. The eleventh and twelfth centuries witnessed social, political, and poetic innovations that rival in impact the information revolution of recent decades. Essential to these innovations was the transformation from an oral to a book-oriented culture. This course will investigate the problems of that transition, as reflected in such major works of the early French Middle Ages as: *The Song of Roland*, the Tristan legend, the *Laïs* of Marie de France, the Arthurian romances of Chrétien de Troyes, anonymous texts concerning the Holy Grail and the death of King Arthur, and the works of Jean Renart. We shall also address questions relevant to this transition, such as the emergence of allegory, the relationships between lyric and narrative, and among love, sex, and hierarchy. All texts will be read in modern French. Conducted in French.

Requisite: French 5 or equivalent. First semester. Professor Rockwell.

22. Humanism and the Renaissance. An introduction to the most influential works of the French Renaissance, with emphasis on problems of poetry and poetics. Conducted in French.

Requisite: French 5 or equivalent. Second semester. Professor Rockwell.

23. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries. This year the course will explore the great tradition of comic theater in France, from Corneille to Molière in the seventeenth century, and onward to Marivaux and Beaumarchais in the eighteenth century. Conducted in French.

Requisite: French 5 or equivalent. First semester. Professor Caplan.

24. La Scène du Roi: Theater in the Age of Louis XIV. The absolute monarchy of Louis XIV, the Sun King, displayed and imposed itself in various theatrical ways: from the plays of Molière and Racine, to opera, ballet, and fireworks, as well as in portraits of the King (paintings, engravings, currency), not to mention the elaborate theatricality of daily life at Versailles. This course will stress Classical tragedy and comedy in France, with special emphasis on the social and political context in which these genres were produced. Additional materials will be drawn from other writers of the period (such as Pascal, La Fontaine, La Bruyère, and Saint-Simon), from the sociology of court society (Norbert Elias), and from related critical essays. Conducted in French.

Requisite: French 5 or equivalent. Second semester. Omitted 1988-89. Professor Caplan.

25. Literature of the French Enlightenment. An analysis of the major philosophical, literary and artistic movements in France between the years 1715 and 1789 within the context of their uneasy relationship to the social, political and religious institutions of the *ancien régime*. Readings will include a series of short texts that represent a wide variety of disciplines, among them philosophy (Voltaire's *Lettres philosophiques*), political theory (Rousseau's *Essai sur l'origine de l'inégalité*), travel literature (excerpts from Bougainville's *Voyage autour du monde*), fiction (Prévost's *Manon Lescaut*), art criticism (excerpts from Diderot's *Salons*), and theater (Beaumarchais's *Le Mariage de Figaro*). To gain a better sense of what it might have been like to live in eighteenth-century France, we shall also read a few essays in French cultural history from Robert Darnton's *The Great Cat Massacre*. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1988-89. Professor de la Carrera.

26. Literature and Revolution: The Age of Romanticism. A study of the political and literary upheavals which took place in France between 1789 and 1848. Confronted with a Revolution, the creation and destruction of an Empire, an uneasy Restoration and the beginning of industrial society, writers echoed the social tumult with a Romantic literary revolution that did away with the Classical style. Readings (Chateaubriand, Lamartine, Musset, Hugo, Stendhal and Michelet) will illustrate the Romantic imagination in the theater, the novel, poetry, art and history. Conducted in French.

Requisite: French 5 or equivalent. Second semester. Omitted 1988-89. Professor Huet.

27. The Nineteenth-Century French Novel. Readings will include novels by Chateaubriand, Stendhal, Hugo and Balzac, Flaubert, Maupassant and Zola. The course will focus on the literary, social and cultural changes reflected in the novels. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1988-89. Professor de la Carrera.

28. Modern Poetry and Artistic Representation: From Baudelaire to Deguy. A study of major movements in poetry from the second half of the nineteenth century through the twentieth century, in conjunction with other artistic movements in France. While reading symbolist poetry (Baudelaire, Verlaine, Rimbaud, Mallarmé), we will take into consideration the impressionist and symbolist movements in painting. In our discussion of early twentieth-century poetry (Valéry, Claudel, Apollinaire) and surrealism (Eluard, Breton, Aragon, Desnos), we will explore the connections with fauvism, cubism, futurism. Finally our readings of more recent works (Michaux, Char, Ponge and Deguy) will lead us into a general discussion of the avant-garde and representation in art. Conducted in French.

Requisite: French 5 or equivalent. Second semester. Omitted 1988-89. Professor Hewitt.

29. Tradition and Anti-Tradition in Twentieth-Century French Theater. A study of plays and theories that inform them. In addition to literary approaches to the plays, we will consider the relationship between text and performance (including its non-verbal sign systems—such as space, sound, visual effects—which contribute to the production of meaning). Our discussion of theatrical performance will be facilitated by viewing films of some of the plays being considered. We will read works by such playwrights as Jarry, Cocteau, Claudel. Giraudoux, Anouilh, Sartre, Adamov, Tardieu, Ionesco, Genet, Beckett, Duras, Wittig. The theoretical works on theater will include selections from Artaud and Barthes. For their final project students may choose, instead of a final paper, to do a performance of scenes from one of the plays, followed by a discussion of their interpretative choices. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1988-89.

30f. Contemporary French Literature: Crises and Transformation. The topic for fall 1988 is: The Twentieth Century French Novel. We will explore the innovations in the genre from around the time of the First World War through the '50s and '60s with the advent of the *nouveau roman*. Readings will include novels by Marcel Proust, André Breton, Jean-Paul Sartre, Michel Butor, Marguerite Duras and Claude Simon, as well as theoretical texts concerning the novel as an artistic and ideological form. Conducted in French.

Requisite: French 5 or equivalent. First semester. Professor Hewitt.

SPECIAL COURSES

31. Literature and the Visual Arts: The Art Criticism of Diderot, Baudelaire, and Malraux. A study of art criticism written by three major literary figures, all of whom played a major role in the development of this genre. We shall read a series of texts (Diderot's *Salons*, Baudelaire's *Curiosités esthétiques*, Malraux's *Le Musée imaginaire*) and analyze paintings and sculptures by those artists who figure most prominently in them, such as Chardin, Greuze, Delacroix, Courbet, Van Gogh, Daumier, and Cézanne. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1988-89. Professor de la Carrera.

32. European Film. The topic for 1988-89 is French and Italian Cinema: a comparative analysis of the discourses of French and Italian filmmaking. Significant films drawn from two distinctive filmmaking traditions will be studied with reference to their historical and conceptual contexts. The purpose of the comparison will be to develop a working knowledge of film "languages" and then to see whether these two national traditions display different assumptions about signification. One two-hour class meeting per week plus weekly screenings. Conducted in English.

Admission with consent of the instructor. Limited to forty students. Second semester. Professor Waller.

33. French Literature and Philosophy. This course will be organized around the nature/culture opposition, as it is formulated in Rousseau's *Second Discourse*, and further developed in nineteenth- and twentieth-century French thought. The ideology implied in the conflict between nature and culture will be illustrated in a variety of texts, ranging from adventure novels (Jules Verne), to psychoanalytic essays (Freud's *Totem and Taboo*), and modern anthropological reflections (Foucault, Lévi-Strauss). Conducted in French. Offered jointly by the Departments of English and French.

Requisite: French 5 or equivalent. First semester. Omitted 1988-89. Professor Huet.

34. Critical Theory. A study of theoretical questions in literary criticism, with emphasis on the French tradition. The topic changes from year to year. Conducted in English.

Second semester. Omitted 1988-89. Professor Caplan.

35s. Women in French Literature and Culture. The topic for spring 1989 is: French Feminism since de Beauvoir's *The Second Sex.* A survey of the debates in France concerning constructions of gender and their relationship to writing, reading and the situation of women in French society. Our readings will include theoretical and literary texts that have helped to shape a wide range of attitudes toward feminism in France. Selected readings will be drawn from the works of Simone de Beauvoir, Monique Wittig, Helène Cixous, Julia Kristeva, Luce Irigaray and others. The course will be conducted in English, but it may be counted toward a major in French by those who choose to read the works in the original and to write their essays in French.

Requisite: French 5 or equivalent. Second semester. Professor Hewitt.

36. Literature in French Outside Europe. An introduction to the poetry, fiction and theater of French-speaking writers from West Africa, the Caribbean, North Africa or Canada. Each time the course is offered, special attention will be given to one or two of the geographical areas represented. In a given year we may explore, for example, the literature of West Africa and the Caribbean, focusing on the way racial, social and political questions are articulated in the post-colonial world. In another year, we will concentrate on the literary production of Québec, asking questions about how (or whether) its works differ in form and substance from those of authors in France.

Requisite: French 5 or equivalent. Second semester. Omitted 1988-89.

37. The Political History of French. The definition of any language entails specific political interests. Between the much-debated medieval origins of the French language and its uncertain future, we shall consider a number of politically significant moments, such as: its interactions with other languages and "dialects" from the Norman invasion of England until the end of the Hundred Years' War; Renaissance defenses of French against Italian influences; how, in the Classical Age, French came to be defined as an inherently clear and precise language; the efforts made since the Revolution to suppress languages other than French; recent struggles against the incursions of English *(franglais).* In the process, we shall think about what a language is, how its identity is established, and how it may be used to further or subvert specific interests of class, gender and race. Readings to be taken from such writers as: Du Bellay, Montaigne, Mademoiselle de Gournay, Michel de Certeau, Léopold Senghor. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1988-89. Professor Caplan.

39s. French Literature and Society. A study of the relationship between social and literary structures. The topic changes from year to year.

Requisite: French 5 or equivalent. Second semester. Omitted 1988-89.

SENIOR SEMINAR

41s. Advanced Seminar. An in-depth study of a major author or literary problem from specific critical perspectives (i.e., Derrida, de Man and Rousseau; Sartre and Flaubert; Bakhtin and Rabelais; Goldmann, Barthes and Racine). The topic for spring 1989 is: Diderot in the Light of Modern Critical Theory. This course will provide an intensive exploration of Diderot's major works as well as an introduction to modern criticism. We shall read essays written by some of the most influential critical theorists of the last two decades (Barthes, Foucault, Derrida and Serres) with and against our own close studies of several key texts by Diderot (*La Religieuse, Le Rêve de d'Alembert, Jacques le fataliste,* and *Le Supplément au Voyage de Bougainville*). Conducted in French.

Requisite: French 7 or equivalent. Second semester. Professor de la Carrera.

77, 78. Senior Honors. A single and a double course.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department chairman is required. First and second semesters.

RELATED COURSE

The Era of the French Revolution. See History 25s.

Second semester. Professor Bezucha.

Spanish

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

A major in Spanish (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. Majors are expected to take Spanish 16 and 17 or their equivalents. All courses offered by the Department above Spanish 3 may count for the major. At the minimum each major should develop a reasonable familiarity with the Golden Age, Spanish America, and Modern Spain. The comprehensive examination will normally be completed by the end of April.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Both rite and Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Spanish America. Plans for study abroad must be approved in advance by the Department.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in Spanish literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 5 or a course of equivalent level at another institution (a score above 600 in the CEEB reading and listening texts, or Advanced Standing).

1. Elementary Spanish I. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Three hours a week in class, plus two hours with a teaching assistant and regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 3s. First semester. Dr. Otaño-Benítez and Assistants.

1s. Elementary Spanish I. Same description as Spanish 1.

Second semester. Dr. Otaño-Benítez and Assistants.

3. Elementary Spanish II. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week in class plus one hour with a teaching assistant and regular work in the language laboratory. Prepares for Spanish 5.

For students with less than three years of secondary school Spanish who score below 500 in CEEB placement test. First semester. Professor Sánchez-Eppler and Assistants.

3s. Elementary Spanish II. A continuation of Spanish 1. Same description as Spanish 3.

Second semester. Professor Sánchez-Eppler and Assistants.

5. Language and Literature. An introduction to the critical reading of

Spanish literary and non-literary texts; a review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and one hour of laboratory and conversation. Prepares for more advanced language and literature courses.

First semester. Professor Maraniss and Assistants.

5s. **Language and Literature.** Same description as Spanish 5.
Second semester. Dr. Otaño-Benítez and Assistants.

6f. **Spanish Conversation.** This course will develop the student's fluency, pronunciation and oral comprehension in Spanish. We will base our discussion on contemporary issues, as articulated through various media sources (newspapers, television, radio, video), all dealing with the experiences of the Spanish-speaking peoples of the United States, Latin America and Spain. The course will meet for three hours per week with the instructor and one hour with a teaching assistant and occasional work at the language laboratory. For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement.)

First semester. Dr. Otaño-Benítez and Assistants.

6. **Spanish Conversation.** Same description as Spanish 6f.
Second semester. Dr. Otaño-Benítez and Assistants.

7. **Intermediate Spanish Composition.** Rapid review of Spanish grammar, practice in set translation and free composition. Three hours of classroom work a week plus additional study in small sections with Spanish-speaking assistants and in the laboratory. Conducted in Spanish.

For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). First semester. Professor Sánchez-Eppler and Assistants.

7s. **Intermediate Spanish Composition.** Same description as Spanish 7.
Second semester. Professor Benítez-Rojo and Assistants.

16. **Introduction to Spanish Literature.** A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 5, or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). Second semester. Professor Maraniss.

17. **Introduction to Spanish-American Literature.** An examination of the major literary contributions of Latin America from *Popol Vuh* to the

"boom." Among the writers to be discussed are el Inca Garcilaso, Sor Juana Ines de la Cruz, Hernández, Borges, García-Márquez. Students will be asked to place these authors in a context of world literature as well as in the historical and social milieux from which they spring. An emphasis will be placed on the short story.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score above 600 in CEEB placement). First semester. Professor Benitez-Rojo and Assistants.

24. Modern Spanish Literature. This year the course will be centered on the Spanish theater of the early twentieth century. There will be close readings of plays by Benavente, Valle-Inclán, Gómez de la Serna, García Lorca, Casona and Jardiel Poncela, followed by an examination of these playwright's positions within their cultural and political contexts. Filmed renditions of several of the plays will help to focus on the practices of adaptation and re-staging. Conducted in Spanish.

Second semester. Professor Sánchez-Eppler.

31. Spanish-American Cultures. An interdisciplinary course which brings together the geography, social history, folklore, art and literature of Spanish America from the Conquest to the present. Extensive use of audio-visual materials. Each semester will be devoted to the study of one of four regions of Spanish America (consequently students may take the course as many as four times for credit): (1) Mexico and Central America, (2) Peru, Ecuador, Bolivia, (The Andean Region), (3) Argentina, Chile, Uruguay and Paraguay, and (4) The Caribbean, including Venezuela and Colombia. The topic for fall 1988 will be the Southern Cone (Argentina, Uruguay, Chile and Paraguay). Reading and discussion of works by Echeverría, Sarmiento, Martínez Estrada, Borges, Cortázar, Quiroga, Onetti, Bombal, Mistral, Huidobro, Neruda, Parra, Donoso, Roa Bastos.

First semester. Professor Benítez-Rojo.

31s. Spanish-American Cultures. Same description as Spanish 31 with addition. The topic for spring 1989 will be the Caribbean (Cuba, Puerto Rico, Dominican Republic, Colombia and Venezuela). Reading and discussion of works by Bolívar, Martí, Hostos, Suárez Romero, Guillén, Carpentier, Palés Matos, Sánchez, Cabral, Bosch, Mir, Silva, Garcia Márquez, Gallegos, Garmendia.

Second semester. Professor Benítez-Rojo.

38. Gender and Genre in Spanish America. Writing as men and women implies, among other things, writing to or against the other gender. This course will explore the implied dialogue or struggle through selected works of contemporary and compatriot men and women in Spanish-American literature. The readings will juxtapose, for example, Mexico's Sor Juana Inés de la Cruz's "Autobiography" with the Jesuit discourse she polemicized against and her confessor's censure. The tragedy of Cuban race relations under slavery is a central issue in our reading of Gertrudis Gómez de Avellaneda's *Sab* and Cirilo Villaverde's *Cecilia Valdés; Aves sin nido* by Clorinda Matto de Turner and *Los ríos profundos* by José María Arguedas; Teresa de la Parra's nostalgic *Memorias de Mamá Blanca* with Romulo Gallegos' *Doña Barbara.* Carlos Fuentes' *La muerte de Artemio Cruz* and Elena Poniatowska's *Hasta no berte Jesús mio.* Among the poets to be read are Gabriela Mistral, Pablo Neruda, Alfonsina Storni, Vicente Huidobro, Nancy Morejón, Nicolás Guillén. Along with the primary texts, class assignments include critical and theoretical essays. The readings will alternate between prose and poetry; consequently students may take the course twice for credit. This year focus will be poetry. Readings in Spanish, discussion open.

Second semester. Professor Holland (Hampshire College).

39. Foundational Fictions. In the process of nation-building through the nineteenth and twentieth centuries, a number of Latin-American political, military and intellectual leaders wrote and/or called for novels that would promote unity through particular political and economic programs. This "highest form" of fictional narrative was to fill in the spotty and uncodified histories of emerging countries that felt the need for a legitimizing past. One feature of these books is that they are all fundamentally love stories, despite serious differences in historical context and in their authors' political persuasion. That is, political unity is represented as erotic conquest, and economic productivity often becomes reproductive love.

The novels include *Amalia* (Argentina), *Enriquillo* (Dominican Republic), *Martín Rivas* (Chile), *María* (Columbia), *El guaraní* (Brazil, in Spanish trans.), *Sab* (Cuba), *La vorágine* (Columbia), and *Doña Bárbara* (Venezuela). We will also read Cooper's *The Last of the Mohicans* to indicate points of contact between South and North American romances. And finally, we will consider how the monological paternalist romance breaks down from the "Boom" on through a reading of Antonio Benitez-Rojo's *El mar de las lentejas.*

First semester. Omitted 1988-89. Professor Sommer.

40f. Spanish and Latin-American Film. Because of the heterogeneity of the material, the topic will vary from year to year. In fall 1987 the course featured Luis Buñuel, his early association with the Spanish literacy and artistic vanguard (Valle-Inclán, García Lorca, Dali), his life and his work within surrealism in France, commercialism in Hollywood, exile in Mexico, and later apotheosis as an old master of European cinema. To be conducted in English.

Limited to fifty students. First semester. Omitted 1988-89. Professor Maraniss.

41s. The Boom: Spanish-American Literature of the Sixties and Seventies. Recent prose works by leading Spanish-American authors will be considered both as they contribute to the tradition of Western narrative and as attempts to articulate what is perceived as a rapidly, sometimes violently, changing society. The experiments in narrative technique will thus be related to the process of making sense of the modern world. Works by Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, Juan Rulfo and Guillermo Cabrera Infante will be read in the original language whenever possible. The course will be divided into two sections, one conducted in Spanish for those who can read Spanish, the other in English for those who cannot.

Second semester. Omitted 1988-89. Professor Sommer.

43s. Cervantes. *Don Quijote de la Mancha* and some exemplary novels will be read, along with other Spanish works of the time, which were present at the novel's birth. Students will also be asked to deal with Cervantes in connection with other writers whom he may have influenced, e.g., Sterne, Dickens, Flaubert, or Mark Twain. The course will be divided into two sections, one for those who will read and discuss Cervantes in Spanish, and one for those who will do so in English. English section limited to twenty-five students.

Second semester. Professor Maraniss.

44f. The Spanish Civil War: Art, Politics, and Violence. Fifty years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine he effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Conducted in English.

First semester. Professor Maraniss.

45. Modernista Prose and Poetry. Reading and discussion of works by such writers of *Literatura pura* (1890-1920) as Martí Casal, Gutiérrez Nájera, Silva, Darío, Larreta, Díaz Rodríguez, Quiroga, and the young Neruda. Conducted in Spanish.

Requisite: Spanish 16 or 17. First semester. Professor Barreda (University of Massachusetts).

77, D78. Senior Honors. A single and double course.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Spanish life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

RELATED COURSES

Women, Society and Culture: The Americas. See Colloquium 35.
First semester. Omitted 1988-89.

Communities of Women, Communities of Men. See English 51s.
Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1988-89.

Readings in the European Tradition II: The European Short Story—An Introduction to Comparative Literature. See European Studies 22.
Second semester. Professor Trahan.

Seminar on European Cultural History Since 1750. See History 36.
Not open to Freshmen. Limited to twenty students. Second semester. Omitted 1988-89. Professor Bezucha.

Caribbean History. See History 73.
First semester. Professor Campbell.

Topics on the Caribbean and Latin America. See History 74. The topic for spring 1989 will be: A History of Belize from the Maya Civilization to the Present.
Second semester. Professor Campbell.

Seminar on Peoples and Cultures of the Caribbean. See History 75s.
Second semester. Omitted 1988-89. Professor Campbell.

Trade and Plunder in Latin America and the Caribbean. See History 76f.
First semester. Professor Campbell.

Introduction to Latin-American Politics. See Political Science 36f.
First semester. Professor Rubín.

Latin America and the United States. See Political Science 51s.
Second semester. Omitted 1988-89.

RUSSIAN

Professors Peterson and Rabinowitz (Chair), Associate Professor J. Taubman, Assistant Professors Sandler and Weeks, Associates in Russian Johnson and Schweitzer.

Major Program. There are two possible options for the Russian major.

Russian Language and Literature. The major will consist of eight courses: Russian 11 and 12; Russian 21, 22, and 23; at least one of the literary seminars (20, 24, 25, 26, 27, 28, 37); and two other Russian courses approved by the Department, one of which may be a course in Russian history or politics. (Russian 1 through 4 will not count toward the major.)

It is recommended that the major take all or part of the survey of Russian history (History 37, 38); English 11; and at least two or three courses in one other national literature.

Russian Studies: The major requires seven courses: Russian 11 and 12; at least two courses in sequence among Russian 21, 22, 23; at least one course each in Russian history and Soviet politics; one other course which pertains to the study of Russia and its civilization, chosen in consultation with the student's advisor. (Russian 1 through 4 will not count toward the major.)

In addition to acquiring proficiency in Russian, Russian Studies majors will also be expected to choose a social science discipline (History, Political Science or Economics) as a methodological focus. They must take at least two courses in the chosen discipline, ordinarily including the introductory 11 course. (These two courses may not be counted toward the major; they are a prerequisite for majoring in Russian Studies.)

Comprehensive Examination. Senior Comprehensives in the Russian Department consist of three parts: (1) a one-hour translation exercise; (2) a two-hour written commentary on the examination text's historical placement and its literary and/or cultural features; (3) an oral examination which tests the student's familiarity with, and grasp of, the major field of study. Information on recommended readings in Russian literature and the social science disciplines, as well as a more detailed description of the comprehensive exam, is available from the student's assigned Departmental advisor.

Honors Program. In addition to the requirements for the major program, the Honors candidate must take Russian 77-78 during his or her Senior year and must prepare a thesis on a topic approved by the Department.

Slavic Studies. A student at Amherst College may develop a program in Slavic Studies from courses offered here and at Mount Holyoke and Smith Colleges and the University of Massachusetts. Courses in the fields of anthropology, economics, government and political science, history, Polish, Russian, and sociology which may be included in a Slavic Studies program are listed in a booklet published by the Office of the Five College Coordinator, which is available from the Registrar.

Study Abroad. Any student who has studied Russian for two years or more and wishes to put to the test his or her ability to operate in the language may take advantage of the Interterm in Russia. This is organized by the Russian Department of Amherst in cooperation with other Russian Departments in the Valley, using the January break, to make possible travel to Russia at minimal cost. The participating students will be accompanied by a faculty member; the three weeks spent in Russia are usually divided between Leningrad and Moscow. While not a formal academic activity, the Interterm in Russia should be considered to fall logically between Russian 11 and Russian 12, and thus to be an aspect of Studies in Russian Language and Culture. Accordingly, participation may be limited to students who are either enrolled in Russian 11 or can show equivalent (or superior) proficiency in the language.

Students who are interested in spending more than three weeks in the Soviet Union are urged to consult with the Russian Department about the Summer and/or Semester Programs in Leningrad and at the Pushkin Institute in Moscow which are open to qualified American undergraduates.

1. First-Year Russian I. The fundamental structure of Russian demonstrates how a language strives to maintain itself as a functional, strongly coherent system. Stress is laid on a knowledge of the patterns and shapes of the language's building materials rather than on an endless memorization of forms. Pronunciation, oral practice, reading, writing. Some sessions conducted primarily in Russian. Five meetings per week plus weekly work in the language laboratory.

First semester. Professor Weeks and Associate in Russian Johnson.

2. First-Year Russian II. Continuation of Russian 1.

Requisite: Russian 1 or equivalent. Second semester. Professors Peterson and Weeks.

3. Second-Year Russian I. Intensive review and further study of grammar. Systematic vocabulary building, both active and passive. Reading of literary and non-literary texts and selected poetry. Development of aural comprehension and oral fluency. Brief writing assignments. Conducted increasingly in Russian. Four class meetings plus language laboratory work weekly.

Requisite: Russian 2 or equivalent. First semester. Professors Sandler and Taubman and Associate in Russian Schweitzer.

4. Second-Year Russian II. Continuation of Russian 3.

Requisite: Russian 3 or equivalent. Second semester. Professor Rabinowitz and Associates in Russian Johnson and Schweitzer.

11. Third-Year Russian: Studies in Russian Language and Culture I. A survey of nineteenth-century literary and critical writings in Russia. We will read in the original works by Pushkin *(Mednyi vsandik),* Lermontov

(Shtoss), Gogol *(Nos),* Dostoevsky *(Belye nochi; Muzhik Marei),* Turgenev *(Asya),* Tolstoy (selections *from Voina i mir*), Chekhov *(Posle teatra; Dushechka),* as well as related critical writings. Conducted mostly in Russian, with frequent translations and compositions.

Requisite: Russian 4 or equivalent. First semester. Professor Rabinowitz and Associate in Russian Schweitzer.

12. Third-Year Russian: Studies in Russian Language and Culture II. A survey of literary and publicistic texts since 1900. We will read prose and poetry by Blok, Akhmatova, Mandelstam, Tsvetaeva, Baranskaya, Katerli, Tolstaya and Iskander, in addition to memoir documents and news accounts of contemporary Soviet and emigre cultural politics. Supplementing this intensive reading, there will be frequent translations and writing assignments, as well as exercises and practice in various stylistic levels of Russian speech and writing. Conducted entirely in Russian.

Second semester. Professor Sandler and Associate in Russian Schweitzer.

20f. The Culture of Old and New Russia. An introduction to the artistic and intellectual history of Russia, from the foundations of the Kievan state to the end of the Romanov empire. Special emphasis will be given to the continuities and contrasts between the Orthodox culture of old Russia and the secular civilization of modern Russia. The course illustrates, through careful study of Russian iconography and texts, the creative dialogue within a national culture in which official and dissident communities have always contested one another's authority. Readings (and viewings) will unfold the drama of Russia's self-conscious search for a national "soul," from Dostoevsky to Solzhenitsyn, from medieval saints' lives to the prototypes of "socialist realism." Conducted in English, with special assignments for those able to read in Russian.

First semester. Professor Peterson.

21. Survey of Russian Literature I. Russian literature emerges as a major cultural force during the first half of the nineteenth century, and we will read novels, stories, plays and poems that participate in and reflect upon this new-found sense of importance. The course will begin with Tolstoy's "great" novel *War and Peace,* which will raise questions to be pursued throughout the semester. Our concern will be how stories of greatness and failure come to be told, how heroism is conceived and criticized, which social questions become most vexing, and what sense of the past enables an understanding of the present. Included in the readings will be texts by Pushkin, Lermontov, Gogol, Aksakov, Pavlova, Turgenev, Tolstoy and Dostoevsky.

First semester. Professor Sandler.

22. Survey of Russian Literature II. An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian emigre literature through a reading of

representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, Bunin and Nabokov. The evolution of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.
Second semester. Professor Rabinowitz.

23. Russian Literature Since the Revolution. For seven decades Soviet Russian writers have been creating prose fiction in response to the October revolution and its consequences. This course will examine a selection of works from the entire period with respect to three broad areas of concern. The first group of writings attempts to seize in words the experience of the revolution itself (Pilnyak, Babel, Fedin); the second group comprises works which react in quite different ways to the new post-revolutionary order (Platonov, Gladkov, Bulgakov, Pasternak); the third group acknowledges the disjuncture in Soviet life caused by de-Stalinization (Solzhenitsyn, Erofeev, Trifonov, Aitmatov). Topics for discussion include: attitudes towards violence, utopian and anti-utopian prose, the predilection for epic form, the nature and uses of satire, ideology and art, the evolving significance of the revolution.
First semester. Professor Weeks.

24. Contemporary Soviet Culture and Society. This course will examine the varied and complex relationships between the creative individual and Soviet society in the last two decades, particularly since the advent of glasnost'. Students will be encouraged to compare American and Soviet values as reflected in popular culture and mass media. Readings from contemporary Soviet and emigré writers; film screenings; study of recorded segments from Soviet television, lectures and discussion. Two class meetings plus several required film screenings per week.
Second semester. Professor Taubman.

25. Seminar on One Writer.
First semester. Omitted 1988-89.

26. Women and Writing in Russia. A seminar devoted to writings by and about women living in Russia during the last two centuries. After considering a few texts by male writers (Pushkin, Dostoevsky and Chekhov) from various feminist perspectives, we will focus on Russia's women writers, including Pavlova, Rostopchina, Figner, Kollontai, Hippius, Akhmatova, Tsvetaeva, Mandelstam, Chukovskaya, Ginzberg, Grekova, Katerli and Tolstaya. Our concern will be to assess how women writers have defined themselves against a largely male tradition, what experiences of oppression they choose to count as oppression, what notions of intimacy and connection they nurture to stave off public disaffection, what places they imagine for themselves in the social order, and what kinds of social changes they imagine their writings might bring about. Our readings will

be informed by recent feminist literary and social theories, where appropriate. All readings and discussion in English.
Second semester. Professor Sandler.

27s. Dostoevsky. Dostoevsky's evolution, as both a literary artist and a social thinker, will be traced by means of attentive readings of selected works of fiction. We shall examine the question as to whether the novelist actually repudiated the shaping influences of his youth (notably, Gogol's comic prose and the program of utopian socialism), or recast them in new and surprising form. Specific topics for discussion will include: Dostoevsky's literary sentimentalism; the critique of reason; Russian cultural messianism; prophecy regarded as a form of deviant behavior; Bakhtin's notion of the "polyphonic" novel; and the dialectical relationship between truth and falsehood. We shall read the following works: *Poor Folk, The Double, The Village of Stephachikovo, Notes from Underground, Crime and Punishment, The Idiot,* and *The Brothers Karamazov.* Conducted as a seminar. Two class meetings per week.
Second semester. Professor Weeks.

28. Tolstoy. Intensive reading and analysis of prose and dramatic works spanning Tolstoy's entire career. We shall examine the following texts: *Childhood, The Cossacks, War and Peace, Anna Karenina, The Death of Ivan Ilych, The Power of Darkness, Father Sergius* and *Hadji Murat.* A major topic of discussion will be Tolstoy's psychological dualism, especially as it is expressed in a series of binary pairs: war and peace, city and country, mortality and immortality, sex and chastity, art and morality. Conducted as a seminar. Two meetings per week.
Second semester. Omitted 1988-89. Professor Weeks.

33. Fourth-Year Russian: Advanced Studies in Russian Language and Literature I. The topic for 1988 will be: Contemporary Russian Literature and Soviet Film. Readings will be chosen from some of the most important Russian prose writers of the last twenty years: Aksenov, Voinovich, Siniavsky, Trifonov, Tolstaia, Shatrov, and others. Several recent Soviet films will be screened and studied, including Abuladze's *Pokaianie* and Shukshin's *Kalina Krasnaia.* Critical and publicistic articles from the Soviet press will also be read to indicate the nature and the limits of current debate.
First semester. Professor Taubman.

34. Fourth-Year Russian: Advanced Studies in Russian Language and Culture II. To be given at Mount Holyoke College as Russian 304.
Second semester. V. Schweitzer, Lecturer in Russian.

37. Modern Russian Poetry. Studies in the Russian lyric tradition, with particular attention to the historical context in which individual poets worked. In addition to reading poems by Derzhavin, Pushkin, Baratynsky, Nekrasov, Blok, Akhmatova, Mandelstam, Mayakovsky, Tsvetaeva, Pasternak and Brodsky, we shall examine critical, journalistic and epistolary prose by and about these poets. Conducted entirely in Russian, with frequent assignments of oral presentations, written compositions, and memorization.

First semester. Omitted 1988-89. Professors Rabinowitz and Sandler and Associate in Russian Schweitzer.

77, 78. **Senior Honors.** Meetings to be arranged. Open to, and required of, Seniors writing a thesis.

First and second semesters. The Department.

97, 98. **Special Topics.** Independent Reading Course.

First and second semesters. The Department.

Spanish

See Romance Languages.

THEATER AND DANCE

Professor Birtwistle (Chair); Assistant Professors Anderson, Dougan†, and Woodson; Visiting Assistant Professor Lobdell.

Curriculum. The study of theater and dance is an integrated one. While recognizing historical differences between these arts, the department emphasizes their aesthetic and theoretical similarities.

The basic structure of the curriculum and the organizational pattern of the department's production activities are designed to promote the collaborative and interdependent nature of the theatrical arts. Theater and Dance faculty, staff and major students form the nucleus of the production team and are jointly responsible for the presentation of stimulating and entertaining performances. To this end, all majors receive specific production assignments each semester, and students in Basic Courses and in Courses in the Arts of Theater also participate, through laboratory experiences, in the creation and performance of departmental productions.

Major. In the election of departmental courses, students may choose to integrate the many aspects of theater or dance or to focus on such specific areas as choreography, playwriting, directing, design and acting. Because advanced courses in theater and dance are best taken in a prescribed sequence, students preparing to major are advised to complete the three Basic Courses and one course in the Arts of Theater by the end of the Sophomore year. Students interested in the possibility of majoring in Theater and Dance should consult with the Chair as soon as possible.

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†On leave first semester 1988-89.

Minimum Requirements. 11, 12, and 13; two courses chosen from 80, 82, 84 and 86, or other approved offering in the literature of Dance or Drama; two courses chosen from 17, 41, 45 and 52; one course chosen from 24, 44, 46, 53; and H91-92. The Theater and Dance major will also be expected to participate regularly in the Department's production program, demonstrating in his or her comprehensive evaluation the ability to work effectively as a collabortive theater artist.

Comprehensive Evaluation. The comprehensive evaluation is a continuous review by the faculty of the major's competency in four areas. By the end of the seventh semester, the major will have demonstrated the ability to (1) analyze a dramatic text or choreographic structure in detail, (2) manage a complex theatrical activity, (3) create a theatrical product of high quality and (4) relate the history and literature of theater and dance to contemporary performance practice.

Honors Program. Students who wish to be candidates for Honors will propose a creative project or topic for a written thesis during the second semester of the Junior Year. The faculty will approve those proposals which can be accommodated in the Department's production program based on its judgment of the proposer's ability to successfully complete the project. Detailed guidelines for Honors work are available from the Department. Honors candidates will elect Theater 77 or 78. The Department will consider the Honors candidate's overall performance in all four parts of the comprehensive evaluation in recommending the level of honors to be awarded.

Extra-Curriculum. In both its courses and its production activities, the Department welcomes all students who wish to explore the arts of theater and dance. This includes students who wish to perform or work backstage as an extracurricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while majoring in another department, as well as students who ultimately decide to major in theater and dance.

Theater

BASIC COURSES

11. The Language of Movement. The course will explore the premise that dance is an extension of everyday movement. We will analyze our personal vocabularies of movement: how do we use weight, time, space, different body parts, and focus; what do these vocabularies communicate about our thoughts, beliefs and emotions? We will extend this inquiry to our observations of individuals and groups in everyday situations and in a formal dance style context. We will use our observations as creative inspiration for improvisational explorations and compositions that extend our understandings of movement and dance as a language.

The course will include four hours per week of studio class work in addition to regular viewings of films, videos, dance concerts and other movement events. Selected readings in dance history, philosophy and anthropology. Two two-hour class meetings and a two-hour production workshop per week.

First semester. Professor Woodson.

12. Materials of Theater. Conducted in a combined lecture/workshop format, this course is a theoretical exploration of the essential nature of theater as an art form, examining selected theories of performance from Aristotle through Diderot, Schiller and Shaw to twentieth-century redefinitions of such artists as Antonin Artaud, Peter Brook and Robert Wilson. Focus will be on theater conventions of various periods and on the development of a common vocabulary for analyzing the visual art of theater. Through a series of performance and design exercises, the class will constantly question the theoreticians' assumptions and place them in the perspective of contemporary theater practice. Ultimately each student will be asked to state his/her own aesthetic viewpoint and trace its historical roots. Three two-hour class meetings and a two-hour production laboratory per week.

Not open to students who have completed either Theater 14 or 15. Second semester. Professor Dougan.

13. Performance. An introduction to acting and directing based on the assumption that these two distinct aspects of theater have in common the close reading and analysis of the play text. Course centers on workshop performance of scenes from plays and of various directed and improvisational exercises. Primary attention to the development of honesty, directness and imaginative detail in the creation of characters. Lab work in rehearsal and performance. Three two-hour class meetings and a two-hour production workshop per week.

Enrollment in each section is limited but early registration does not confer preferential consideration. Twenty students attending the first class will be admitted. Selection will be based on the instructor's attempt to achieve a suitable balance between freshmen and upperclassmen and between men and women, and to achieve a broad range of levels of acting experience. Notice of those admitted will be posted within 72 hours of the first meeting. Not open to students who have already completed Theater 12. First semester. Professor Lobdell.

13s. Performance. Same description as Theater 13.
Second semester. Professor to be named.

COURSES IN THE ARTS OF THEATER

17. Playwriting. A workshop in writing for the stage. Initial exercises explore the ways in which one can tell a story in dramatic terms. Particular attention is paid to non-verbal elements; a play is a visual thing existing in time and space, and good playwriting requires an appreciation of the power of imagery and gesture. Weekly assignments address problems of character-drawing, development of ideas, and diction. The final project is a completed one-act play. (An intention of the course is that superior work will receive a modest campus production.) Offered jointly by the Departments of English and Theater and Dance.
Limited to fifteen students. First semester. Professor Anderson.

24. Playwriting Studio. An advanced course in writing for the stage, in which scripts generated in the Playwriting course are subjected to the theatrical process. Working with actors, a director and designers, the playwright quickly learns that theater is a collaborative art, and that each member of the production team has a creative hand in bringing a manuscript to theatrical life. The process is one of testing, thinking, re-thinking and revision. The product is a fully-rehearsed workshop production of new student works. Each writer will also participate in the production of several other new plays, with responsibilities ranging from properties manager to leading actor. In effect, the students in this class become a small theater company, one that is dedicated to the process of producing new work. Offered jointly by the Departments of English and Theater and Dance.
Requisites: English 17/Theater 17 and consent of the instructor. Second semester. Professor Anderson and the Department.

31s. The Craft of Acting. Voice, movement, improvisation and sensitivity skills, the basic tools for the actor. Emphasis on the performance of improvisational and group developed materials. Two two-hour class meetings and a two-hour production workshop per week.
Requisite: Theater 13 or consent of the instructor. Not open to students who have already completed Theater 20. Second semester. Omitted 1988-89. Professor Birtwistle.

32f. From Text to Performance. By focusing closely on several plays by two or three authors, the course will examine the relationships of acting to dramatic theory, literary criticism, directing, scenography and period style. Plays to be studied will be chosen from the work of such playwrights as Euripides, Shakespeare, Moliere, Ibsen, Chekhov. Rehearsal, performance and evaluation of scenes will be a major part of the course.

Two two-hour class meetings and one two-hour production lab per week.
Requisite: Theater 13. Limited to sixteen students. First semester. Professor Birtwistle.

33. Acting Studio. Intensive scene study, together with readings in acting theory. May be repeated for credit. Two two-hour class meetings and a two-hour production workshop per week.
Requisite: Theater 13 or consent of the instructor. First semester. Omitted 1988-89.

33s. Acting Studio. Same description as Theater 33.
Second semester. Professor Lobdell.

41. Scenography. The materials, techniques and concepts which underlie the design and creation of the theatrical environment. Focus on the unifying forces provided by the scenographer as master designer, and on the collaborative nature of the work.
Requisite: Theater 12 or consent of the instructor. Lab work in stagecraft. First semester. Omitted 1988-89. Professor Dougan.

41s. Scenography. Same description as Theater 41.
Requisite: Theater 12 and consent of the instructor. Lab work in stagecraft. Second semester. Omitted 1988-89.

42. Lighting Design. An introduction to the theory and techniques of theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.
Requisite: Theater 12 or consent of the instructor. Lab work in lighting technology. Second semester. The Department.

43s. Costume Design. An introduction to the analytical methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements.
Requisite: Theater 12 or consent of the instructor. Lab work in costume construction. Second semester. Professor Dougan.

44f. Design Studio. An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater 12 or consent of the instructor. First semester. Omitted 1988-89. Professor Dougan.

44. Design Studio. Same description as Theater 44f.
Second semester. Professor Dougan.

45. Stage Directing. Practice of the artistic, technical and interpretative skills required of the director through scene work and prepared production statements. Emphasis on coaching actors. Presentation of four scenes with actors enrolled in Departmental classes.
Requisite: Theater 13. Limited to ten students. First semester. Professor Birtwistle.

46f. Directing Studio. An advanced course in Directing with primary focus on the director as leader of the production team and effective collaborator with other theater artists. The Directing student will select, cast, rehearse and lead the development of the production concept, normally for two plays to be presented as part of the Department's production season. The Directors will work with Design Studio students in the development and realization of the visual aspects of the production. After each production, the student will submit a complete production book and respond to evaluation by the department faculty.
Requisite: Theater 45. Consent of the Chairperson must be obtained during the pre-registration period. First semester. The Department.

46. Directing Studio. Same description as Theater 46f.
Second semester. The Department.

52. Scripts and Scores. This course will provide various structures and approaches for creating dance/theater/performance pieces and events. An emphasis will be placed on interdisciplinary and experimental approaches to composition and choreography. These approaches include working with text and voice, visual systems and environments, nontraditional music and sound and chance scores to inspire and include in our dances. Students will create and perform dance/theater/performance pieces for both traditional theater spaces and for found (indoor and outdoor) spaces.

This course is open to dancers and actors as well as interested students from other media and disciplines. Consent of the instructor is required for students with no experience in improvisation or composition. Two two-hour class meetings per week.

Limited to sixteen students. Second semester. Professor Woodson.

53. Choreography Studio. An advanced course in composition. Students will present concepts and projects to be developed into complete performance pieces in which the art of choreography is the primary structural focus. Examples of possible projects include a completed dance piece (solo or small group work), choreography for a scripted play and interdisciplinary performance projects. These projects can be developed individually or in collaborative teams. The final pieces will be presented to the public.

Requisite: Theater 52 or consent of the instructor. First semester. Professor Woodson.

53s. Choreography Studio. Same description as Theater 53.
Second semester. Professor Woodson.

SEMINARS

77, 78. Senior Honors. For Honors candidates in Theater and Dance.
Open to Seniors. First and second semesters. The Department.

80. Studies in Theater History. A non-chronological study of the ways in which the instinct to perform has been expressed in several cultures and historical periods. Many of these expressions coincide with periods rich in dramatic literature. The differing theater conventions used by theater artists in realizing the playscripts of their times will serve as the principle focus for the course. Readings in Dramatic Literature, Performance Theory and Theater History. Papers and projects will attempt to recreate original productions and performance conditions of major plays. Three one-hour classes per week.
Second semester. Professor Birtwistle.

82. European Costume History. An examination of European clothing and its historical determinants from 1350 to 1900 with a focus on the transitions between specific period styles. Particular attention will be placed on gender roles within social classes. The course will also address questions concerning (1) the way in which clothing expresses or obscures the private self, (2) the changing notions of beauty, sexuality and propriety, and (3) the effects of the Industrial Revolution on the manufacture and use of garments. Two two-hour meetings per week.
Second semester. Omitted 1988-89. Professor Dougan.

84. Modern Drama: Ibsen to Pinter. A study of plays and playwrights that have shaped modern drama. These authors—Ibsen and Chekhov, O'Neill, Williams, Miller and Pinter among them—are important not only for their radical redefinitions of dramatic structure and purpose. They have also given us a canon of plays which will work, which still eloquently address the complex problems of the human condition. A major emphasis of this course will be the attempt to distill those aspects of each work—be they dramaturgical, thematic or literary—which continue to captivate the contemporary audience. Offered jointly by the Departments of English and Theater and Dance.

Second semester. Professor Anderson.

86f. Topics in Theater. A series of courses designed for small groups of students centering on questions of theory and practice, on contemporary trends, and on the particular interests of departmental faculty and visiting artists. Requisites may occasionally be established by instructor of individual courses.

THEORIES OF PERFORMANCE. A study of the changing concepts of an actor's approach to performing the role. Though beginning with consideration of writings on acting since the eighteenth century, the course will emphasize the systematic theories and practices of the twentieth century. Special attention will be given to the relationship between conceptual descriptions of the actor's process and practical applications seen in the dramatic literature of the time.

Stanislavski's inquiries into the actor's process were focused by Anton Chekhov's *The Seagull* which demanded a psychological approach to a realistic flow of time, and reveal hidden passion in ordinary events. Bertolt Brecht's Epic Theater required an actor who could stand beside the character, at once portraying it and commenting upon it. Jerzy Grotowski's search for "what is distinctly theater" led him to strip away impediments to action, creating a "via negativa" which allowed the actor to stand luminously naked in front of the audience. Finally, contemporary performance absorbs such forms as vaudeville and Kabuki, demanding the actor's flexibility and adaptability.

Theoretical writings by and about Diderot, Coquelin, Duse, Copeau, Stanislavsky, Meyerhold, Brecht, Strasberg, Grotowski, Artaud, Carnovsky, Brook, Chaikin, Suzuki and others. Plays of Shakespeare, Gogol, Chekhov, Shaw, Yeats, Brecht, Odets, Williams, Marowitz, and Shepard will be used to illustrate the theoretical problems.

First semester. Professor Lobdell.

86. Topics in Theater. Same introductory paragraph as Theater 86f.

1. CONTEMPORARY ENGLISH DRAMATISTS. John Osborne's *Look Back in Anger* is the seminal work of the contemporary English Theatre. It marks the moment when, to use the catchy phrase of one critic, "the drawing rooms became kitchens", and a class-conscious, politically determined drama rose from the ashes of the formulaic well-made play. The ensuing thirty years produced writers of startling invention and commitment: Edward Bond, Joe Orton, Tom Stoppard, David Hare, Caryl Churchill, Trevor Griffiths, Pam Gems—and a host of writers

who have not yet been published or produced in this country. The class can expect to read three plays a week. Offered jointly by the Departments of English and Theater and Dance.

Limited to twenty students. Second semester. Professor Anderson.

2. THE ACTORS REALM. A study of models and metaphors for the actor's state of being both in rehearsal and in performance.

While descriptions and discussions of the actor's work from technical and critical points of view are common, examinations of the actor's subjective experiences in rehearsal and performance are rare. This course will approach the actor's process by examining writings about other "altered states" as models and metaphors of the actor's essential condition. The Shaman's mystical journey will be compared to the actor's search for an image in rehearsal; the possession state of a Voudon priest will be compared to the actor's donning a character in performance; the practice of Zen will be examined as an "indirect pointing" to the actor's process.

While this course is primarily critical and theoretical, experimental workshops will explore meditation, drumming, movement, chanting, and masks to suggest bridges from the readings to the theatrical experience.

Readings will be drawn from a variety of sources including: *The Theatrical Event* by Coles, *The Way of the Actor* by Bates, *Shamanism* by Eliade, *The Way of Zen* by Watts, *Zen Mind, Beginner's Mind* by Suzuki, *Shobogenzo* by Dogon, *Song of Zazen* by Hakuin, and *Tao Te Ching*, by Lao Tsu.

Second semester. Professor Lobdell.

H91. Junior Seminar. A year-long seminar required of Junior majors, this course has two distinct but complimentary aspects. First, it is an investigation of the collaborative nature of theater production in a wide variety of non-collegiate contexts; in this aspect it is taught by the case study method. Second, by completion and evaluation of selected assignments in the Amherst College theater production program, students experience this collaboration at increasingly meaningful levels and see the inseparability of idea and execution. Both aspects pay special attention to the development of problem solving skills and appropriate professional relationships.

Requisite: Junior standing, theater major. Others by departmental permission. First semester. Professor Birtwistle.

H92. Junior Seminar. Same description as H91.

Requisite: Junior standing, theater major. Others by departmental permission. Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

Admission with consent of the instructor. First and second semesters. The Department.

Dance

Five College Dance Department. In addition to dance courses at Amherst through the Department of Theater and Dance (Modern Technique, Language of Movement, Scripts and Scores, Choreography and Dance History), students may also elect courses through the Five College Dance Department listed below. There are also numerous performing opportunities within the Five College Dance Department as well as frequent master classes and residencies offered by visiting artists.

The Five College Dance Department Faculty. Professor Waltner (Chair); Associate Professors Jones, Nordstrom, Patton, and Watkins; Assistant Professors Arslanian, Lowell, Scheer, and Woodson; Five College Assistant Professor Schwartz; Artist in Residence deLappe; Visiting Artists in Residence Coleman, Dearborn, Freedman, and Lipitz; Lecturer Fowler; Visiting Lecturer Coley.

11. The Language of Movement. See Theater 11.
First semester. Professor Woodson.

STUDIO TECHNIQUE

For technique classes omitted at Amherst College consult the Department of Theater and Dance for course times and locations on other Five College campuses. Participation in technique classes beyond Level I must be in sequence, by audition or by consent of the instructor.

Modern Dance. Introductory through advanced study of modern dance techniques: body alignment, coordination, strength and flexibility, and basic movement vocabularies. More advanced levels include extending movement, expressivity, performance style, personal technique clarity, and musical phrasing. Performance attendance is required by individual instructor. Five levels are taught in this progressive study of modern dance forms.

H13. Modern Dance I. First semester. Mr. Bursztyn. (Also to be offered at Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts.)

H13s. Modern Dance I. Locations to be announced. Second semester.

H14f. Modern Dance II. First semester. To be offered at Hampshire College and Smith College.

H14. Modern Dance II. Second semester. Locations to be announced.

H15. Modern Dance III. First semester. Professor Woodson. (Also to be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.)

H15s. Modern Dance III. Second semester. Locations to be announced.

H16f. Modern Dance IV. First semester. To be offered at Hampshire College.

H16. Modern Dance IV. Second semester. Locations to be announced.

H17. Modern Dance V. First semester. To be offered at Mount Holyoke College, Smith College and the University of Massachusetts.

H17s. Modern Dance V. Second semester. Locations to be announced.

Ballet. Introductory through advanced study of balletic forms: Correct body placement, positions of the feet, head and arms, and an introduction to basic vocabulary. Emphasis is placed on extending combinations in center floor, musicality, performance style, balance and endurance. Pointe work to be included at instructor's discretion. Performance attendance required by individual instructor. Six levels (I-VI) are offered in this progressive study of balletic forms.

H20f. Ballet I. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

H20. Ballet I. Second semester. Locations to be announced.

H21. Ballet II. First semester. To be offered at Smith College and the University of Massachusetts.

H21s. Ballet II. Second semester. Locations to be announced.

H22f. Ballet III. First semester. To be offered at Mount Holyoke College, Smith College and the University of Massachusetts.

H22. Ballet III. Second semester. Locations to be announced.

H23. Ballet IV. First semester. Omitted 1988-89.

H23s. Ballet IV. Second semester. Omitted 1988-89.

H24f. Ballet V. First semester. To be offered at Mount Holyoke College and Smith College.

H24. Ballet V. Second semester. Location to be announced.

H25. Ballet VI. First semester. Omitted 1988-89.

H25s. Ballet VI. Second semester. Omitted 1988-89.

Jazz Dance. Introductory through advanced jazz dance technique, including study of polyrhythms, body isolations, movement analysis, syncopation. Emphasis is placed on extending musicality, complexity of movement combinations and phrasing, and the evolution of performance style. Performance attendance as required by individual instructor. Five levels (I-V) of this course are offered in this progressive study of jazz dance technique.

H30f. Jazz Dance I. First semester. To be offered at Mount Holyoke College, Smith College and the University of Massachusetts.

H30. Jazz Dance I. Second semester. Locations to be announced.

H31. Jazz Dance II. First semester. To be offered at Smith College.

H31s. Jazz Dance II. Second semester. Locations to be announced.

H32f. Jazz Dance III. First semester. To be offered at Mount Holyoke College and the University of Massachusetts.

H32. Jazz Dance III. Second semester. Locations to be announced.

H33. Jazz Dance IV. First semester. To be offered at Smith College.

H33s. Jazz Dance IV. Second semester. Locations to be announced.

H34f. Jazz Dance V. First semester. To be offered at the University of Massachusetts.

H34. Jazz Dance V. Second semester. Locations to be announced.

THEORY

For theory courses omitted at Amherst College consult the Department of Theater and Dance for course times and locations on the other Five College campuses.

41. Scientific Foundations of Dance. An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. To encourage the development of the student's personal working process and approaches to movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc.

Requisite: One course in dance technique. Limited to twenty students. First semester. To be offered at University of Massachusetts as D241.

51. Elementary Composition: Improvisation. Techniques of movement exploration to expand the range of movement responses to a variety of problems and scores. Students will work both individually and in groups and will examine movement as a form of communication and as an art form. Course work includes in-class exercises, critical reviews and a final project based on students' individual interests.

First semester. To be offered at Mount Holyoke College as D151.

51s. Elementary Composition: Improvisation. Same description as Dance 51.

Second semester. Omitted 1988-89.

52f. Intermediate Dance Composition. Study of the principles and elements of choreography. Guided practice in the construction of movement phrases, followed by longer solo and small group studies. Exploration of basic skills for choreography. Studies assigned in the use of: time, space, energy, motion, character development, rhythm, costumes and props, comedy, space-in-the-building (environment), music. Final creative project and performance attendance required. Three class meetings per week.

First semester. To be offered at Smith College as D252.

52. Intermediate Composition: Scripts and Scores. See Theater 52.

Second semester. Professor Woodson.

53. Advanced Composition: Choreography Studio. See Theater 53.

First semester. Professor Woodson.

53s. Advanced Composition: Choreography Studio. See Dance 53.

Second semester. Professor Woodson.

61. Analysis of Rhythm from a Dancer's Perspective. Survey of music repertory and exploration of music resources for dance. Musical notation of dance rhythm: learning how to follow a ballet or modern dance score; relationships of musical and dance forms. Two class meetings per week.

First semester. Omitted 1988-89.

71. Dance in the Twentieth Century. This course presents a special challenge to a student audience as it represents a merging of many influences in design, philosophy, aesthetics and creativity. The major elements of twentieth-century theatrical dance will be explored with a strong emphasis on enhancing the understanding of it by a viewing audience. Discussion will include historical background, dance training, choreography, performance, costuming, lighting and music among others. Class work consists of lecture, film video, guest performer lecture-demonstration, midterm, final and student projects. Readings will be from a variety of sources on twentieth-century dance and related subjects. Three class hours per week.

First semester. To be offered at Smith College as D171 and the University of Massachusetts as D171.

71s. Dance in the Twentieth Century. Same description as Dance 71.

Second semester. Locations to be announced.

72f. Dance in Human Society. This course explores the role of dance in non-Western cultures, discussing such topics as ritual, initiation, life cycles, masks and costumes, creation myths, and the relation of dance to other art forms. Course work consists of lectures, readings, films, video, midterm and final performance projects and essays. Students will learn some simple music and dances from non-Western cultures. No previous performance training is necessary.

First semester. To be offered at Hampshire College as HA 272.

73. History of Dance: Renaissance Through the Nineteenth Century. A study of social and theatrical dance forms and their cultural contexts from the Renaissance through the nineteenth century. Influential choreographers and dancers representative of the periods and their choreographies and/or performances will be discussed. Specific topics for discussion may include: the Renaissance courtier and dance, Louis XIV and his court, the Romantic ballerina, ballet in America in the nineteenth century, minstrelsy.

First semester. Omitted 1988-89.

73s. History of Dance: Renaissance Through the Nineteenth Century. Same description as Dance 73.

Second semester. Omitted 1988-89.

81. Elementary Labanotation. Introduction to the basics of the Labanotation system and its historical development. Study of body part and direction symbols and organization of notation scores. Emphasis on learning to write and read steps, gestures, turns, and rotating floor patterns. Participants will determine proper notation elements to be used in analyzing selected movement patterns. Three class hours per week.

Requisite: One semester of dance technique. Enrollment limited to fifteen students. First semester. Omitted 1988-89.

82f. Intermediate Labanotation. More advanced reading and writing of Labanotation scores. Emphasis will be on notating limb and torso action;

rotation; revolution and weight shift. Practice in drafting and reconstructing notation scores using both space and body key signatures. Students will apply critical thinking in analyzing and notating selected patterns and in the interpretation of predetermined combinations.

Requisite: Elementary Labanotation. Enrollment limited to fifteen students. First semester. To be offered at Hampshire College as HA285.

85. Laban Movement Analysis I. This course will allow students to begin to work with Effort/Shape analysis as a technique for describing, measuring and classifying human movement. We will examine how Effort/Shape analysis describes patterns of movement which are constant for an individual and which distinguish him from others, and we will explore how such analysis delineates a behavioral dimension related to neurophysiological and psychological processes. In addition to becoming familiar with basic Effort/Shape parameters of movement, effort and effort states, students will be able to discover and examine their personal movement preferences with the potential for expanding their own repertoire and understanding how their movement serves them. The course will attempt to bring together students from different disciplines. We will combine theoretical research and experiential work with the application of this knowledge in an area of relevance to the students participating. Examples of such areas are movement in education, non-verbal communication and movement therapy. Throughout the term, readings and observation projects will be assigned. Two two-hour meetings per week.

Enrollment limited to fifteen students. First semester. To be offered at Hampshire College as HA285. Professor Nordstrom.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

Admission with consent of the instructor. First and second semesters. The Department.

WOMEN'S AND GENDER STUDIES

Professor Olver†; Associate Professors Basu†, Parker*, Sedgwick*, Sommer*, and Waller†; Assistant Professors Hunt and Sandler (Chair).

Women's and Gender Studies is an interdisciplinary exploration of the creation, meaning, function, and perpetuation of gender in human societies, both past and present. It is also an inquiry specifically into women's material, cultural, and economic productions, their self-descriptions and collective undertakings.

*On leave 1988-89.

†On leave first semester 1988-89.

Major Program. Students majoring in Women's and Gender Studies are required to take a minimum of eight courses. Courses required of all majors include: Women's and Gender Studies 11, 12, 23, and 77. In addition, four electives must be selected in consultation with a student's advisor. These may be Women's and Gender Studies courses or courses given in other departments that have been cross-listed by the Women's and Gender Studies Department. On occasion, with the approval of the Department, a student may include other Amherst College or Five College courses in a major program. A seminar presentation in Women's and Gender Studies 77 will serve as the occasion for the student's comprehensive examination.

Honors Program. The work of the senior seminar may be used as the basis for developing an honors thesis. Students accepted as honors candidates will also elect Women's and Gender Studies 78 or D78 in addition to the courses required for the major.

11. The Construction of Gender. This course introduces students to the issues involved in the socio-cultural and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Topics will include the uses and limits of biology in explaining human gender differences; male and female sexualities including homosexualities; women's participation in production and reproduction; the relationship between gender, kinship and social networks; and the functions of visual and verbal representation in the creating, enforcing and contesting of gender norms.

First semester. Professors Cobham-Sander and Hunt.

12. Women and Social Change. This course deals with relationships among women, gender and social change in selected societies past and present. We will look at the ways women have challenged the structure of their society through their writing and through their participation in labor movements, nationalist movements and revolutionary struggles. This course will conclude with a cross-cultural examination of women's movements.

Second semester. Professors Basu and Olver.

23. Feminist Theory. This course will concentrate on the opposition between male and female which has appeared throughout history. We will begin by reading feminist theorists of the nineteenth century who claim either that men and women have the same or have fundamentally different orientations toward social life. We will examine how these perspectives have developed and have affected the theories of modern feminists. Throughout, we will be asking whether real differences in orientation toward social life exist between men and women and, if so, what significance these differences have for the relationship between men and

women and for the organization of society. The course will conclude with a discussion of the possibilities for the expression of gender in the future.
First semester. Dr. Fingrutd.

77. **Senior Seminar.** This seminar is designed to integrate the interdisciplinary work of the major. Each student will present a seminar and write a major paper on a topic of current research in this field, chosen in consultation with faculty. The seminar presentation will also serve as the occasion for the student's comprehensive examination in Women's and Gender Studies. The work of this seminar may be used as a basis for an honors thesis; students accepted as honors candidates will also elect Women's and Gender Studies 78 or D78.
First semester. The Department.

78, D78. **Senior Honors.** Open to Senior majors in Women's and Gender Studies who have received departmental approval.
Second semester.

97, 98. **Special Topics.** Independent Reading Courses.
First and second semesters

The One and the Many: Constructing Ethnicity in America. See American Studies 12.
Second semester. The Department.

Seminar in Kinship and Sex Roles. See Anthropology 34.
Limited to twenty-five students. Second semester. Omitted 1988-89. Professor Goheen.

Gender: An Anthropological Perspective. See Anthropology 35.
Limited to twenty-five students. First semester. Professor Gewertz.

Human Sociobiology. See Biology 14.
Second semester. Professor Zimmerman.

Images of Black Women in Black Literature. See Black Studies 40.
Second semester. Omitted 1988-89. Professor Rushing.

Women and the Bible. See Bruss 14.
Second semester. Professor Niditch.

Gender and Representation. See English 13s.
Limited enrollment. First semester. Professor Barale.

American Men's Lives. See English 25s.
Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

The Literature of Madness. See English 26.
Open to Juniors and Seniors and to Sophomores with consent of the instructor. Second semester. Omitted 1988-89. Professor Peterson.

The Politics of the Gothic in the English Novel. See English 46.
Second semester. Professor Frank.

Lesbian Literature. See English 49s.
Requisite: English 11. Not open to Freshmen. Limited to twenty-five students. Second semester. Professor Barale.

Communities of Women, Communities of Men. See English 51s.
Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1988-89. Professor Sedgwick.

Studies in American Literature. See English 61.
First semester. Professor O'Connell.

Women's Lives and Women's Lyrics. See English 69.
First semester. Professor Sánchez-Eppler.

Readings in American Literature. See English 70f.
Not open to Freshmen. Limited to twenty students. First semester. Professor Barale.

Film and Gender: Theory and Practice. See English 72f.
Limited to thirty students. First semester. Omitted 1988-89. Professor Waller.

Hysteria and America: Story and History. See English 75s, seminar 3.
Second semester. Professor Sánchez-Eppler.

Feminist Reading. See English 83.
Not open to Freshmen. First semester. Omitted 1988-89. Professor Sedgwick.

Seminar: Topics in Literary Theory. See English 93s.
Not open to Freshmen. Limited to twenty-five students. Admission with consent of the instructor. Second semester. Omitted 1988-89. Professor Parker and Dr. May.

Women in French Literature and Culture. See French 35s.
Requisite: French 5 or equivalent. Second semester. Professor Hewitt.

Modern European Social History. See History 26.
Second semester. Omitted 1988-89. Professor Bezucha.

The History of Women in Comparative Perspective. See History 85.
First semester. Omitted 1988-89. Professor Hunt.

Topics in the History of Sex, Gender, and the Family. See History 86.
Limited to fifteen students. Second semester. Professor Hunt.

Reading Opera. See Music 45s.
Requisite: Music 11 or consent of the instructor. Second semester. Professor Kallick.

Women Composing. See Music 46.
Second semester. Omitted 1988-89.

Authority and Sexuality. See Political Science 32.
Second semester. Professor Sarat.

Power and Powerlessness: Asian Women. See Political Science 47s.
Second semester. Omitted 1988-89. Professor Basu.

Developmental Psychology. See Psychology 27s.
Requisite: Psychology 11 or 12. Second semester. Professor Olver.

Psychology of Aging. See Psychology 36.
Requisite: Psychology 11 or 12. Limited to twenty students. Second semester. Omitted 1988-89. Professor Raskin.

Sex Role Socialization. See Psychology 40.
Requisite: Psychology 11 or 12. Second semester. Omitted 1988-89. Professor Olver.

Women in Judaism. See Religion 39.
First semester. Omitted 1988-89.

Women and Writing in Russia. See Russian 26.
Second semester. Professor Sandler.

The Family. See Sociology 17s.
Second semester. Omitted 1988-89. Professor Dizard.

The Social Construction of Human Fertility. See Sociology 46.
Second semester. Professor Dizard.

Gender and Genre in Spanish America. See Spanish 38.
Second semester. Professor Holland (Hampshire College).

Foundational Fictions. See Spanish 39.
First semester. Omitted 1988-89. Professor Sommer.

European Costume History. See Theater 82.
Second semester. Omitted 1988-89. Professor Dougan.

FIVE COLLEGE AFRICAN STUDIES CERTIFICATE PROGRAM

The Five College Certificate Program in African Studies is issued to Amherst College students by the Five College African Studies Council upon the recommendation of the Amherst College African Studies Committee.The Certificate Program is designed to provide students on each of the campuses with the opportunity to focus attention on the study of Africa. Africa, its cultures and history, constitutes one of the roots of the American experience. Further, Africa has become increasingly important in world affairs: geopolitical conflicts, drought and famine, experiments with new political forms, and the struggle for civil and political rights in southern Africa are issues that students ought to understand. The creation of a Five College Certificate Program in African Studies will provide students on each of the campuses with the option of organizing a coherent set of courses, equivalent in sum to a minor program of study. As a consequence, Africa as a geographic area will receive the attention that it warrants.

Requirements. The Five College Certificate Program in African Studies requires a minimum of six courses on Africa. Africa courses are defined as those whose content is at least 50% devoted to Africa per se. The program is designed to be broadly interdisciplinary in character. Students are expected to commence their certificate program studies with a introductory course whose focus ranges continent-wide. Subsequent courses should be more advanced and more specific in focus. A coherent plan of study should be developed between the student and his or her advisor. Students are encouraged to complete their studies of Africa with an independent study course that gives this course work in African Studies a deliberate integrative intellectual focus.

A Five College Certificate in African Studies will be granted to students who complete the following requirements:

1. A minimum of one course providing an introductory historical perspective that surveys the entire African continent;

2. A minimum of one course on Africa in the social sciences (i.e., anthropology, economics, geography, political science, and sociology);
3. A minimum of one course on Africa in the fine arts and humanities (i.e., an African language, art, folklore, literature, music, philosophy, and religion);
4. A minimum of three more courses on Africa, each in a different department, chosen from history, the social sciences, or the fine arts and humanities;
5. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic).

No more than two courses in any one department may be counted toward the minimum requirement of this certificate. With the approval of the student's certificate program faculty advisor, not more than two relevant courses taken at schools other than the five colleges may be counted toward the minimum certificate requirements. Students must receive a grade of *B* or better in every course that qualifies for the minimum certificate requirement. No course that counts for the minimum requirement may be taken on a pass/fail basis. Students are also encouraged to take advantage of opportunities currently available on each campus through 'study abroad' programs to spend a semester or more in Africa.

The certificate program is designed to help students think through an organized and coherent approach to African studies at an early stage in their college careers. Students should enter the program at the beginning of the Sophomore year, although it would be open to any student who meets the requirements. The emphasis will be on gaining a broad interpretive knowledge of African studies.

The certificate program is administered by the Faculty Liaison Committee, which includes one faculty member from each of the five colleges appointed for a three-year term. Faculty advisors on each campus will help students select courses based on students' knowledge and interests. Students will be encouraged to take courses in a number of disciplines as the certificate program is conceived as being interdisciplinary in nature, rather than being a second major within any single discipline or department or interfering with existing departmental or major requirements.

Further information about the Five College Certificate Program in African Studies is available from the faculty advisor at Amherst College. Advisors will have a list of courses at all five colleges which will satisfy certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 1988-89 the Amherst faculty advisor is Professor Miriam Goheen (Department of Anthropology).

FIVE COLLEGE INTERNATIONAL RELATIONS CERTIFICATE PROGRAM

The Five College International Relations Certificate is issued by Mount Holyoke College on behalf of the Five Colleges. The purpose of the International Relations Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes— political, military, economic, social, cultural, and environmental— that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study;
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement. A grade of *B* or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five College International Relations Certificate Program can be obtained from the faculty advisor at Amherst who will have copies of a list of courses at all five colleges which satisfy certificate requirements, as well as Certificate Program application forms. (Such lists and forms are also available at the Five College Center.) During 1988-89, the Amherst faculty advisors will be Professors William Taubman and Ronald Tiersky. Advisors at other colleges are: Hampshire College—Carol Bengelsdorf; Mount Holyoke College—Vincent Ferraro and Anthony Lake; Smith College—Peter Rowe; the University of Massachusetts—James Der Derian (Political Science) and Stephen Pelz (History).

FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

CORNELL W. COLEY, Lecturer in Dance (at Smith College under the Five College Program).

Dance 103. Ethnic: Afro-Brazilian Dance. The dance material covered will be Capoeira (a martial arts dance/sport), Samba (national dance of Brazil), and Candomblé (a religious dance form). The class will incorporate lecture material, outside reading, film and video. Students will learn about and have opportunity to use authentic Brazilian instruments.

First semester. Hampshire College.

Second semester course to be announced.

MOHAMMED MOSSA JIYAD, Assistant Professor of Arabic (at the University of Massachusetts under the Five College Program).

Asian 130f. Elementary Arabic I. Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: *Elementary Modern Standard Arabic I.* A computer program will be used to teach the Arabic script, and perhaps a program to teach vocabulary will be used later in the course. Some handouts of practical use will be distributed. Four class meetings per week, plus individual work in the language lab.

First semester. Mount Holyoke College.

FL 105. Elementary Arabic I. Same description as Asian 130f.

First semester. Hampshire College.

Asian 131s. Elementary Arabic I. Continuation of Asian 130f.

Requisite: Asian 130f or consent of the instructor. Second semester. Mount Holyoke College.

FL 106. Elementary Arabic I. Same description as Arabic 131s.
Second semester. Hampshire College.

Arabic 226. Elementary Arabic II. Lecture, class recitation, extensive use of language lab. Continuing study of Modern Standard Arabic reading, writing, and speaking. Daily written assignments, dictations, frequent quizzes, and exams. Text: *Elementary Modern Standard Arabic II.*
Requisite: Arabic 126, 146 or consent of the instructor. First semester. University of Massachusetts.

Arabic 326. Intermediate Arabic. Lecture, recitation, introduction to defective verbs. Reading, from Arabic newspapers, magazines, and original texts; writing and aural comprehension of taped materials and songs. Daily written assignments and frequent quizzes and exams. Text: *Intermediate Modern Standard Arabic I, II, and III.*
Requisite: Arabic 126, 146, 226, 246, or consent of the instructor. First semester. Omitted 1988-89. University of Massachusetts.

Arabic 246. Elementary Arabic II. Continuation of Arabic 226.
Requisite: Arabic 226 or consent of the instructor. Second semester. University of Massachusetts.

Arabic 346. Intermediate Arabic. Continuation of Arabic 326.
Requisite: Arabic 326 or consent of the instructor. Second semester. Omitted 1988-89. University of Massachusetts.

Near Eastern 396. Independent Study in Arabic Language and Culture. By arrangement.
First semester. Omitted 1988-89. University of Massachusetts.

MICHAEL T. KLARE, Associate Professor of Peace and World Security Studies (at Hampshire College under the Five College Program.)

Social Science 174. War, Revolution and Peace. An introduction to the varieties and characteristics of warfare in the modern age, and a look at some of the methods that have been proposed for preventing or restraining armed conflict. Intended to provide students with a capsule view of the field of peace and conflict studies. Will examine the entire "spectrum of conflict," stretching from guerrilla combat and "low-intensity warfare" to all-out conventional conflict in intercontinental nuclear war. Case studies will include World War I, the Vietnam War, and nuclear war (Hiroshima and a hypothetical superpower conflict). In the area of peace, will look at both traditional means of arms control as well as more visionary concepts of disarmament, alternative security, and citizen peacemaking. Will make extensive use of films, video, and simulations; students will be encouraged to attend public lectures sponsored by the Five College Program in Peace and World Security Studies. Students will be required to participate in discussion sessions and to write several short papers.

Open to Freshmen and Sophomores. Limited to forty students. Second semester. Hampshire College.

Politics 311s. Principles and Methods of Peace and Conflict Research. An introduction to the principles and methods of research on peace and conflict issues, stressing the acquisition of skills through directed student research projects. Intended to expose students to the basic documents and sources used in advanced study of United States and international peace and security issues. Will begin with selected readings on the international war/peace system, and proceed to close examination of basic research guides and sources (e.g., Arkin's *Research Guide to Current Military and Strategic Affairs*). Students will prepare a major research paper during the course of the semester. One two-hour meeting per week.

Requisite: Eight credits in Politics including Politics 203, or consent of the instructor. Second semester. Mount Holyoke College.

Political Science 55. Seminar on the Politics of International Security. See description in Political Science section.

First semester. Amherst College.

Government 251b. War, Revolution and Intervention. An examination of the various roles played by military rivalry and conflict in North-South and intra-Third World relations. Topics to include: the spectrum of military conflict; the historical role of military power in North-South conflict; theories of revolution and counterinsurgency; revolution, intervention, and counterinsurgency in the recent period; U.S.-Soviet military competition in the Third World; intra-Third World conflict and competition; the emergence of Third World regional powers; the international arms trade and nuclear proliferation; terrorism and unconventional warfare.

Second semester. Omitted 1988-89. Smith College.

Social Science 340. Seminar on Current Problems in Peace and Conflict Studies. An intensive examination of several key issues in the area of peace and conflict studies, intended primarily for students with an interest in research, public policy work or graduate study in the field. Will focus on policy issues of current national and international interest: particularly, developments in nuclear weapons and nuclear arms control; "low-intensity conflict" and guerilla warfare in the Third World; conventional weapons and the international arms trade; and U.S.-Soviet relations. Will also include consideration of research methods and public policy activities. Students will be expected to write a major paper during the course of the semester and to present a summary of their findings in class. Students must have some background in foreign policy, international relations, or peace and conflict studies.

Limited to twenty-five students. Second semester. Omitted 1988-89. Hampshire College.

ANTHONY LAKE, Professor in International Relations (at Mount Holyoke College under the Five College Program).

Political Science 30f. The Vietnam War. The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Three class hours per week.

Enrollment limited. First semester. Amherst College.

International Relations 273f. Case Studies in American Foreign Policy. An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, Nicaragua, and recent arms control negotiations. The bureaucratic and political pressures which framed the issues, as well as their broader substantive implications, are examined.

Enrollment limited. First semester. Mount Holyoke College.

International Relations 312s. Third World Revolutions. An examination of the purposes, causes and results of revolutions in the Third World. After consideration of relevant general theories on the subject, the course will concentrate on five case studies: revolutions in China, Vietnam, Cuba, Nicaragua, and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social and economic consequences of the revolution in succeeding years. Cases of current or incipient revolutions will then be examined.

Enrollment limited. Second semester. Mount Holyoke College.

Social Science 293. The Vietnam War. Same description as Political Science 30f.

Second semester. Hampshire College.

Social Science 295. America and the Third World. An examination of alternative views of the Third World and possible American policy approaches toward it, covering such issues as human rights and containment; trade, debt and investment; energy; food; population growth; refugees; women and development; and foreign assistance strategies. Economic issues will be addressed from a policy rather than theoretical perspective, suitable for non-economists. Lectures and discussions.

First semester. Omitted 1988-89. Hampshire College.

MARY ANN LYMAN, Assistant Professor of French (at the University of Massachusetts under the Five College Program) and Director, Five College Foreign Language Resource Center.

First and second semester courses to be announced.

E. JEFFERSON MURPHY, Professor of African Studies (at Smith College under the Five College Program).

Afro-Am 287a. History of Africa to the European Contact. A survey of African cultural, economic and political development from pre-history to the time of substantial European contact. Using an ethnohistorical approach, the course surveys African cultures and migrations from 6000 B.C. to A.D. 1500; the development of economic and political systems in response to the continents' diverse environments; and the notable states and empires of the Nile Valley, the West African Sudan, the West African forests, central and southern Africa, the Swahili coast, and the interlacustrine region of East Africa.

First semester. Smith College.

History 258a. Twentieth-Century Africa: A Modern History. This is a general survey of the African continent from a historical perspective, covering the period from the colonial conquest to the present. It is based on lectures and discussion, with an infusion of films and videotapes (including several of the Ali Mazrui productions, *The Africans*).

First semester. Smith College.

Afro-Am 297J. Twentieth-Century Africa: A Modern History. Same description as History 258a.

First semester. University of Massachusetts.

History 595A. History of Africa to the European Contact. Same description as Afro-Am 287a.

First semester. University of Massachusetts.

PAULETTE M. PECKOL, Assistant Professor of Coastal and Marine Sciences (at Smith College under the Five College Program).

Biological Sciences 226a. Marine Ecology. Course considers patterns and processes of marine habitats (e.g., rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. This is an intermediate-level course requiring background in biological sciences or oceanography. Lecture given at the University.

First semester. Smith College.

Botany 397A. Marine Ecology. Same description as Biological Sciences 226a. Note: 3 credits; lecture only, no laboratory.

First semester. University of Massachusetts.

Natural Sciences 288. Geology and Ecology of the New England Coast. This course considers the surficial geology and intertidal/nearshore ecology of the New England coast from Cape Cod to Southern Maine. Ecological topics will include: (1) patterns and processes of intertidal communities, (2) food web relationships between salt marshes and coastal productivity, and (3) physiological adaptation to estuarine and oceanic conditions. Geological studies emphasize: (1) the glacial history of Cape Cod, (2) the effects of sea level rise and nearshore processes affecting bedrock, till and outwash deposits on the New England coast, (3) sedimentological and ecological factors governing the development of Barnstable (MA) salt marsh. Co-taught with J.B. Reid and C. D'Avanzo. Students' grades or evaluations will be based on contributions to class and field discussions in addition to several reports from student-initiated research conducted during field trips.

First semester. Omitted 1988-89. Hampshire College.

Biological Sciences 225s. Marine Biology. Patterns and processes of marine ecosystems, including nutrient cycles, life history characteristics, and human impact on the marine environment are discussed. This is a non-lab course; optional field trips apply concepts discussed in lecture. Requirements for this course include extensive reading outside of class in addition to a term paper.

Requisite: Biological Sciences D-100 or other introductory biology course. Second semester. Omitted 1988-89. Mount Holyoke College.

PEARL PRIMUS, Artist in Residence (at the University of Massachusetts under the Five College Program).

Afro-American Studies 260a. Introduction to the Dance Rituals of the Caribbean. A study of ritual, nation, work, and recreation dances of the Caribbean. Attention will be paid to African roots in the "New World." Students should have some dance experience.

First semester. Omitted 1988-89. Smith College.

Dance 274a. Dance Ritual and Myth in African Societies. An investigation of the techniques, themes, and choreography of traditional African dance. Emphasis will be placed on function and use of dance in African communities.

Requisite: Intermediate or advanced dancers or consent of the instructor. First semester. Omitted 1988-89. Smith College.

Dance 377a. Advanced Studies: Dances of the Life Crises. Dances of Birth, Childhood, Initiation, Engagement, Marriage, Death among the Indigenous Peoples of Africa, South America, Caribbean Islands and North America.

First semester. Smith College.

Afro-Am 254. Introduction to African Studies. Introduction to Africa from an interdisciplinary perspective. Historical approach; chronological sequence from pre-history to contemporary times. Political development and processes, the arts, ethnography, social structures, economies. To be taught with Professor Josephus V. Richards.

Second semester. University of Massachusetts.

J. MICHAEL RHODES, Professor of Geochemistry (at the University of Massachusetts under the Five College Program).

Geology 591G. Analytical Geochemistry. A review of modern analytical techniques that are widely used for the analysis of major and trace elements in geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these analytical techniques, the sources of error associated with each, and the role that they play in analytical geochemistry.

Requisite: Petrology or Introductory Geochemistry recommended. First semester. Omitted 1988-89. University of Massachusetts.

Geology 591M. Geochemistry of Magmatic Processes. Geochemical, aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundances and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis.

Requisite: Petrology and/or Introductory Geochemistry. First semester. University of Massachusetts.

Geology 512. X-Ray Fluorescence Analysis. Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.

Recommended requisite: Analytical Geochemistry. Second semester. University of Massachusetts.

Geology 591V. Volcanology. A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to

Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism will be covered through an overview of the volcano-tectonic evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective.

Recommended requisite: Petrology. Limited enrollment. Second semester. University of Massachusetts. Location of class may be changed depending on enrollment.

KEVIN M. SWEENEY, Assistant Professor of American Studies (at Smith College under the Five College Program).

American Studies 302a. Seminar: The Material Culture of New England, 1630-1830. Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and gravestones) to New England's history. Transportation from Smith College to Deerfield is provided.

Admission with consent of the instructor. Limited enrollment. First semester. Smith College.

History 275f. American Forms and Values: The Material Culture of American Homes, 1620-1920. Using artifacts, visual evidence, and documentary sources, the course will examine the social and cultural forces affecting the design and use of domestic architecture and artifacts in America from the period of English settlement to the progressive era. The course will provide an introduction to the study of material culture and a survey of American decorative arts. Field trips to Historic Deerfield; Hartford, Connecticut; and other sites in the area will form an integral part of the course.

Second semester. Omitted 1988-89. Mount Holyoke College.

History 497. Materials for a Cultural History of the Connecticut River Valley. The course provides an interdisciplinary examination of the creation and transformation of cultural patterns in the towns along the Connecticut River during the seventeenth, eighteenth, and nineteenth centuries. Issues of methodology and interpretation will be examined by looking at the work of architectural historians, anthropologists, and historical geographers as well as economic, intellectual, political and social historians. Students will also be introduced to primary documentary, visual, and artifactual sources for the historical study of the region. Some class meetings in Deerfield.

Admission with consent of the instructor. Limited enrollment. Second semester. University of Massachusetts.

VI

PROFESSORSHIPS

LECTURESHIPS

HONORS

FELLOWSHIPS

PRIZES AND AWARDS

FELLOWS

ENROLLMENT

Professorships

Parmly Billings Professorship in Hygiene and Physical Education. Established in 1890 by Frederick Billings of Woodstock, Vermont, this Professorship honors the memory of his son, Parmly Billings 1884.

Class of 1880 Professorship in Greek. Given to the College at its fiftieth reunion in 1930, this Fund was created by all living members of the Class and supports teaching in Greek language and literature.

George H. Corey 1888 Professorship of Chemistry. Established in 1952 by bequest of George H. Corey 1888.

William Nelson Cromwell Professorship of Jurisprudence and Political Science. Established in 1948 by bequest of William Nelson Cromwell, founder of New York City law firm, Sullivan & Cromwell.

George Lyman Crosby 1896 Professorship of Philosophy. Established in 1950 by Stanley Warfield Crosby, brother of George Lyman Crosby 1896.

Stanley Warfield Crosby, Jr., Professorship of Religion. Established in 1950 by Stanley Warfield Crosby '13 in memory of his son, Stanley Warfield Crosby, Jr., who was killed in the Korean War.

Amanda and Lisa Cross Professorship. Established in 1980 by Theodore L. Cross '46, Trustee 1973-85, emeritus since 1985, in honor of his daughters, Amanda and Lisa Cross.

Sidney Dillon Professorship of Astronomy. Established in 1894 by the family of Sidney Dillon, Chairman of Union Pacific Railroad.

Joseph B. Eastman '04 Professorship of Political Science. Established in 1944 by friends of Joseph B. Eastman '04, Trustee 1940-44. Eastman was Director of the U.S. Office of Defense Transportation during World War II.

Edwin F. and Jessie Burnell Fobes Professorship in Greek. Established by Professor Francis H. Fobes, who taught Classics 1920-48, emeritus 1948-57.

Eliza J. Clark Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger), in honor of Mr. Folger's mother.

Emily C. Jordon Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger).

Henry Clay Folger 1897 Professorship. Established in 1930 by Emily Clay Folger (Mrs. Henry Clay Folger).

Clarence Francis '10 Professorship in Social Sciences. Established in 1969 in honor of Clarence Francis '10, former Chairman of General Foods and Amherst Trustee 1944-50.

Julian H. Gibbs '46 Professorship in Natural and Mathematical Sciences. Established by the Trustees in 1983 to honor Julian H. Gibbs '46, Professor of chemistry and fifteenth President of the College.

Samuel Green Professorship. Established in 1867 by John Tappan, Trustee 1834-1854, and founding pastor of Union Church in Boston, to support a Professorship in Biblical History and Interpretation in honor of Samuel Green, also pastor of Union Church in Boston.

Edward S. Harkness Professorship. Established in 1930 by Edward S. Harkness, New York philanthropist.

William H. Hastie Professorship. Established in 1986 by the Trustees to honor Judge William H. Hastie '25, the first black federal judge and Chief Justice of the U.S. Court of Appeals for the Third Circuit. Judge Hastie was Trustee 1962-75, emeritus 1975-76.

Samuel A. Hitchcock Professorship in Mineralogy and Geology. Established in 1847 by Samuel A. Hitchcock of Brimfield, Massachusetts, who had been a Boston merchant, and Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Charles Hamilton Houston '15 Professorship. Established in 1987 by Gorham L. Cross '52 to honor the achievements of Charles Hamilton Houston '15, one of Amherst's most distinguished graduates and principal architect of the legal strategy leading to the 1954 Supreme Court decision in *Brown vs. the Board of Education*, overturning race discrimination in U.S. public schools.

William R. Kenan, Jr., Professorship. Established in 1969 by the William R. Kenan, Jr., Charitable Trust.

Stanley King '03 Professorship of Dramatic Arts. Established in 1952 by the Trustees in recognition of the generosity and service of Stanley King, President 1932-46, emeritus 1946-51.

Rufus Tyler Lincoln Professorship of Biology. Established in 1916 by Caroline Tyler Lincoln (widow of Rufus P. Lincoln 1862) in memory of her son, Rufus Tyler Lincoln.

Massachusetts Professorship of Chemistry and Natural History. Established in 1847 by the Trustees in recognition of a grant from the Commonwealth of Massachusetts.

John J. McCloy '16 Professorship of American Institutions and International Relations. Established in 1983 by the Trustees to honor John J. McCloy '16, Trustee 1947-69, Chairman 1956-69, emeritus and Honorary Chairman of the Corporation since 1969.

William R. Mead Professorship in Fine Arts. Established in 1936 by bequest of Mr. and Mrs. William R. Mead 1867. William R. Mead was a founder of McKim, Mead and White, architects.

Andrew W. Mellon Professorship. Established in 1974 by a grant from the Andrew W. Mellon Foundation.

Charles E. Merrill '08 Professorship of Economics. Established in 1950 by Charles E. Merrill '08.

Zephaniah Swift Moore Professorship. Named for the first President of the College and held by a distinguished classicist on the Amherst College faculty.

Dwight W. Morrow 1895 Professorship in Political Science or American History. Established in 1941 by bequest of Dwight W. Morrow 1895, Trustee 1916-1931.

Anson D. Morse Professorship in History. Established in 1924 by Dwight W. Morrow 1895, Trustee 1916-31, in honor of Professor Anson Morse, who taught at Amherst from 1878 to 1907.

John C. Newton Professorship of Greek. Established in 1891 by bequest of John C. Newton, a Worcester building contractor, because of his affection and respect for Professor Richard Mather (Greek, sculpture).

Edward N. Ney '46 Professorship in American Institutions. Established in 1986 by Edward N. Ney '46, Trustee since 1979.

George Daniel Olds Professorship in Economics. Established in 1914 by Frank L. Babbott, Jr. '13 to honor Dean George D. Olds, who later served as President 1924-27, emeritus 1927-31.

Winthrop H. Smith '16 Professorship of American History and American Studies. Established in 1956 by Winthrop H. Smith '16, Trustee 1952-61.

Bertrand H. Snell Professorship of American Government. Established in 1960 by bequest of Bertrand H. Snell 1894.

Stone Professorship of Natural Sciences. Established in 1880 by Valeria Goodenow Stone in honor of Julius H. Seelye, President 1876-90.

Joseph E. and Grace W. Valentine Professorship in Music. Established in 1982 by bequest of Joseph E. and Grace W. Valentine.

William J. Walker Professorship in Mathematics and Astronomy. Established in 1861 by Boston physician William J. Walker.

Thomas B. Walton, Jr., Memorial Professorship. Established in 1984 by Thomas B. Walton in memory of his son, Thomas B. Walton, Jr. '45.

G. Henry Whitcomb Memorial Professorship. Established in 1921 in memory of G. Henry Whitcomb 1864, Trustee 1884-1916, Treasurer 1895-1898, by his three sons.

Samuel Williston Professorship of English. Established in 1845 by Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Samuel Williston Professorship of Greek Language and Literature. Established in 1863. Formerly known as Graves Professorship of Greek Language and Literature.

Henry Winkley Professorship in History. Established in 1885 by Henry Winkley, New York and Philadelphia retailer.

Lectureships

The Amherst Lectureship on Public Policy. This fund was established in 1982 by an anonymous gift. It is dedicated to the principal that an economically and politically free society is first and foremost dependent upon the free presentation and exchange of views on the formulation, implementation, conduct and assessment of public policy.

The Henry Ward Beecher Lectureship. This lectureship fund was founded by the late Frank L. Babbott, LL.D., of the Class of 1878, in honor of Henry Ward Beecher, of the Class of 1834. The incumbent is appointed biennially by the Faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

The Copeland Colloquium Fund. This fund was established in 1971 by Morris A. Copeland '17. The Colloquium allows visiting fellows, chosen for the promise of their work, to remain in residence at Amherst and pursue their own diverse interests while engaging themselves in various ways with faculty and students.

The Clyde Fitch Fund. A fund was established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch, of the Class of 1886. The income of this fund is to be used for the furtherance of the study of English literature and dramatic art and literature. The whole or part of this income is usually devoted to the remuneration of an eminent lecturer, who may also take a part in the regular instruction of the College.

The Forry Fund in Philosophy and Science. This fund was established in 1983 by John I. Forry, Class of 1966, and Carol M. Forry. The income is to be used to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science.

The Charles H. Houston Forum. This fund was established in 1980 by Gorham L. Cross, Jr., to honor Charles H. Houston '15. The income from this fund is to be used to bring lecturers on law and social justice to Amherst.

The Victor S. Johnson Lectureship Fund. This fund was established in memory of Victor S. Johnson by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

The Corliss Lamont Lectureship for a Peaceful World. The income of this fund, which was established by Corliss Lamont, is to be used to support lecturers sought among philosophers, political scientists, economists, historians and others who may provide insight into the analytical or operational problems of lessening friction among nations.

The Max and Etta Lazerowitz Lectureship. Established in 1985 by Professor Emeritus Morris Lazerowitz of Smith College to honor his parents, the Max and Etta Lazerowitz Lectureship is a permanently endowed fund, the income to be used to provide for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College Faculty below the rank of full professor.

The Georges Lurcy Lecture Series. Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the college to bring distinguished foreign speakers to Amherst.

The Everett H. Pryde Fund. Established in 1986 by Phyllis W. Pryde in honor of her late husband Everett H. Pryde '39, the Pryde Fund is a permanently endowed fund, the income to be used to bring to the College distinguished visiting scientists, particularly graduates of the College; to lecture on selected topics in the field of chemical research; and to provide the Everett H. Pryde Research Award, to be made annually to a Senior who has been an outstanding teaching assistant in chemistry and who shows great promise for carrying out research in science or medicine.

The George William and Kate Ellis Reynolds Lectureships. This fund, established by the late George W. Reynolds of the Class of 1877, provides an annual income which is divided into three equal parts to provide lectureships on Christ and Christianity, science, and American democracy.

The John Woodruff Simpson Lectureship. A fund was established in memory of John Woodruff Simpson, of the Class of 1871, by his wife and daughter. The income is to be used for fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

The Willis D. Wood Fund. The income from this fund, established in memory of Willis D. Wood 1894, is used for the purpose of "bringing to the campus, for varying lengths of stay, persons in the field of religion to meet and talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of Junior year, and further elections occur at the end of the first semester and at Commencement time of Senior year.

OFFICERS

President: Professor David I. Ratner
Vice-President: Professor Barry F. O'Connell
Secretary-Treasurer: Gerald M. Mager
Auditor: Professor Rose R. Olver

INITIATES 1988

Class of 1989

Quentin Tai Ewert
William Adam Grobman
Catherine Ann O'Donnell
Sasha Ristic

Class of 1988

Peter Herman Anspach
Ronald Dean Bashford
Georg Friedrich Behrens
Claire Gretchen Buchwald
Andrew Norris Carpenter
Christine Caruso
Neil William Cohen
Kenneth David Danford
Kevin Thomas Duffy
John Anthony Eastman
Mimi Eng
Timothy William Eriksen
Maria Magdalena Farland
Jeffrey Hugh Flemings
Christopher Graham Fox
Barendina Martha Galloway
David Nathaniel Gellman
Eric Todd Gordon
Joseph Miles Gray
Patricia Lee Irwin
David Christopher Michael Jemielity
Andrew Michael Kaplan
Julie Elizabeth Kramer
Adrie Suzanne Kusserow
Kevin Jonathan Landy
Monica Beth Lasky
Jessica Anne Lerner
Marni Jo Lerner
Lydia Katherine Lowe
John Scott Manzler
Michelle Lee McClellan
Diane Elizabeth McConkey
Cynthia Jeanette McGean
Katherine Elizabeth McMillan
Harold Yale Meltzer
Nathan Scott Newman
Jamie Carter Nicholls
Tina Marina Passalaris
Daniel F. Ritter
Julia Lundy Rogers
Daniel Aron Rube
Marc David Sanders

Beth Roberta Siegel
Katherine Richards Soule
John Wood Sweet
Eric Anders Tirschwell
August M. Vlak
Kenneth Charles Wadman
Erick David White

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 150 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 15 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. The awards are determined by the Faculty Committee on Student Fellowships. An exception to this is the Amherst-Doshisha Fellowship for which the deadline is November 15 and for which there is a special Selection Committee.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan. An opportunity to work in a bicultural setting with Professor Otis Cary, Representative of the College at Doshisha, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. Travel expenses and a modest stipend are paid by the College. The recipient will be given the opportunity to assist Prof. Cary in the activities of Amherst House and to teach English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. Preferably the fellowship year would be from September of one year to the following August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the Freshman and Sophomore level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Applicants should complete applications no later than November 15. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

The Amherst Memorial Fellowships. This fund provides fellowships to perpetuate the memory of those Amherst graduates who gave their lives for an ideal and is given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fellowship was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions." The donor's purpose was that the fellowship be used "for the study of the principles underlying these human relationships."

Appointments to these fellowships may be made from the Senior class or the graduates of Amherst College, the object being to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. Candidates should be of sound health. During previous training they should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

While preference is given to candidates planning to do advanced work in the field of the social sciences, applications will be accepted and awards made to candidates who are planning to go to theological school as a preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke of the Class of 1877, to provide income for a fellowship or fellowships to enable the holders, who shall be known as "Clarke Fellows," to pursue studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, originally established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University, Oxford University, or the London School of Economics. The fellowship is for one year but, upon reapplication, may be approved for a second year. The award is open to any student, but Seniors planning study at Cambridge University will be favored.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field of the Class of 1880, to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher of the Class of 1941 is awarded to an Amherst graduate who intends to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established through the agency of the Alpha Delta Phi Fraternity, provides an annual award, under conditions determined by the Faculty, to a member of the Senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year, at an institution approved by the Faculty, a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from a fund, established by the late Rufus B. Kellogg of the Class of 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions:

1. The Fellow shall be elected by the Faculty upon the recommendation of the Faculty Committee on Student Fellowships. Consideration shall be given to members of the class graduated at the close of the academic year in which this election shall be made, or from the members of the classes graduated in the six years immediately preceding the academic year in which this election shall be made.

2. The Faculty shall select as the incumbent of the said fellowship the graduate who, in their judgment, is best equipped for study and research, without regard to any other considerations whatsoever, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college.

3. The three years shall be spent by the incumbent at a German University or with the approval of the said Faculty at any other place or places, in the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the incumbent at Amherst College, to give a series of not more than thirty lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be given to the Senior class, but the members of all other classes shall have the privilege of attending. The lectures shall be published, at the end of the official term, in good book form, or in a learned journal.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for assistance in the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay, of the Class of 1893, and Mrs. Lay, in memory of their son Edward Poole Lay, of the Class of 1922, provides for fellowships to be awarded to graduates of Amherst College who have shown unusual proficiency and talent in music, and who desire to continue studies in this field. Preference is to be given to candidates who are proficient in voice. In the event that there are no qualified candidates for the awards in any one year in the musical arts (especially voice and instrumental music), then they may be awarded under the same conditions to qualified candidates in the field of the dramatic arts.

These fellowships will be awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The Forris Jewett Moore Fellowships. These fellowships, three in number, were established in memory of Forris Jewett Moore of the Class of 1889 by his widow, Emma B. Moore. In each case, the beneficiary is to be a member of the graduating class of the year preceding that in which the fellowship is held.

1. A fund, the income of which is to be used to assist graduates of Amherst College, distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is to be given to eligible candidates whose plans lie in the field of organic chemistry.
2. A fund, the income of which is to be awarded to graduates of Amherst College, distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.
3. A fund, the income of which is to be awarded to graduates of Amherst, distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

Under appropriate circumstances, the fellowship may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees of Amherst College in memory of George A. Plimpton of the Class of 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are to be awarded *without stipend* to members of the Senior class who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance.

These fellowships will be awarded by the Board of Trustees upon recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established at Amherst in 1972 by the family of C. Scott Porter of the Class of 1919, mathematics professor, 1924-31, and Dean of the College for thirty-five years from 1931-1966, the C. Scott Porter Memorial Fellowship is to be awarded annually to a graduate of the College for further study without restriction as to department or field.

The Charles B. Rugg Fellowship. The income from a fund, established in memory of Charles Belcher Rugg of the Class of 1911, provides a fellowship to be awarded to an Amherst graduate who shows promise for the study of law. The award is made annually to aid a young person beginning a legal career, but it may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson of the Class of 1871 by his wife and daughter. The uses of the income as defined by the donors follow:

"1. To award to any graduate of Amherst College a fellowship for use in studying law at any school approved by the Board of Trustees of the College;

"2. To award to any graduate of Amherst College a fellowship for use in studying medicine at any school approved by the Board of Trustees of the College;

"3. To award to any graduate of Amherst College a fellowship for use in studying theology at any school approved by the Board of Trustees of Amherst College, without regard to the particular creed or particular religious belief taught thereat;

"4. To award to any graduate of Amherst College a fellowship for use in studying at any school, college or university approved by the Board of Trustees of the College, in preparation for the teaching profession;

"5. To award to any graduate of Amherst College a fellowship for use in graduate study at the Universities of Oxford or Cambridge in England;

"6. To award to any graduate of Amherst College a fellowship for use in graduate study at the Sorbonne in Paris;

"7. To secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

These fellowships will be awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr., Memorial Fellowship. The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship will be awarded on an annual basis but, under appropriate circumstances, it may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually upon the recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

French Department Fellowship. The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

The University of Dijon Assistantship. This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.

Exchange Fellowship, Ecole Normale Supérieure in Paris. This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

The Edward Hitchcock Fellowship. The income from a fund founded by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for the promotion of graduate study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

The MacArthur-Leithauser Travel Award. The English Department offers this award from the income from a gift by the MacArthur Foundation to the College at the request of Brad Leithauser, MacArthur Fellow and Visiting Writer at the College for 1984-85. The award is given annually to a Sophomore or Junior of creative promise who might most benefit from travel outside the continental United States. When circumstances warrant, the award may be divided between two students. Preference will be given to students who have displayed some talent in writing poetry or fiction, who have not traveled much, and who have financial need. Candidates will submit a sample of creative work and a brief statement of travel plans. They will be interviewed by members of the department. The award may not be used to pay educational expenses for courses taken abroad. It is meant, rather, to encourage talented students to invent occasions for self-directed creative work in foreign environments.

Prizes and Awards

THE following prizes and awards are offered annually for proficiency in the work of the several departments of collegiate study and, in some specific awards, for other achievements and qualifications. The recipients of awards for the previous year are stated in each case.

AMERICAN STUDIES

The Doshisha American Studies Prize—*divided between*
Maria Magdalena Farland '88
and Jeffrey Reed Bayer Hansen '88.

The George Rogers Taylor Prize—*Nathan Scott Newman '88.*

ART

The Hasse Prize—*Barnes Griswold Tilney '88.*

The Anna Baker Heap Prize—*Julie Ann Wavrick '88.*

The Anthansios Demetrios Skouras Prize—*divided between*
Luis Alberto Torruella '88
and Carol Mary Andrews '89.

The Wise Fine Arts Award—*Luis Alberto Torruella '88.*

The Associates of Fine Arts Summer Fellowships—*divided among*
Mary Elizabeth Karoll '89,
Matthew Philip McKelway '89,
and Laura Nell Scandrett '89E.

ASIAN STUDIES

The Doshisha Asian Studies Prize—*Jennifer Elizabeth Cody '88.*

ASTRONOMY

The Porter Prize—*Michael Wright Berry '91.*

BIOLOGY

The James R. Elster Award—*Sasha Ristic '89.*

The Sawyer Prizes—*divided between*
Lara Lee Sutherland '90
and James Loren Carroll, Jr. '90.

The Oscar E. Schotté Award—*Christina Ann Scherer '88.*

The Oscar E. Schotté Scholarship Prize—*Lisa Amy Papernik '88.*

The William C. Young Prize—*divided between*
Kathryn Alyce Hanley '89
and Jennifer Ann Lyon '89.

BLACK STUDIES

The Edward Jones Prize—*No award in 1987-88.*

CHEMISTRY

The Howard Waters Doughty Prize—*Amy Claire Rosenzweig '88.*

The Frank Fowler Dow Prizes—*Benjamin Tate Suratt '88.*

The Everett H. Pryde Research Award—*Bonnie Louise Bertolaet '88.*

The White Prize—*Susan Elaine Haney '89.*

CLASSICS

The Anthony and Anastasia Nicolaides Award—*No award in 1987-88.*

ECONOMICS

The W.T. Akers, Jr. Award—*Brian Mead Sondey '89.*

The W.T. Akers, Jr. Prize—*Karim Amir Hussein Shariff '88.*

The Hamilton Prize—*divided between*
Charles Edward Matz '90
and Jeffrey Richard Bernstein '91.

The James R. Nelson Memorial Award—*Neil William Cohen '88.*

The James R. Nelson Prize—*Laura Mae Holm '88.*

ENGLISH

The Academy of American Poets Prize—*No award in 1987-88.*

The Armstrong Prize—*divided among*
Elizabeth Cullen DeHaas '91,
Lauren Elizabeth Neumer '91,
and Joseph Baird Thoron '91.

The Collin Armstrong Poetry Prize—*No award given in 1987-88.*

The Elizabeth Bruss Prize—*Kathryn Anderson Baldwin '88.*

The Corbin Prize
combined with
The Peter Burnett Howe Prize—*divided between*
Susanna Jean Cooper '88
and Susan Caryn Dickman '89.

The G. Armour Craig Award for Prose Composition—
John Anthony Eastman '88.

The Rolfe Humphries Poetry Prize—*No award in 1987-88.*

The Harry Richmond Hunter, Jr. Prize—*Christopher Robert Miller '90.*

The James Charlton Knox Prize for the year 1986-87—*divided between*
Katherine Elizabeth McMillan '88
and Jed Miller '88.

The MacArthur-Leithauser Travel Award—*divided between*
Margaret Ann Longbrake '90
and Lisa Anne Smith '89.

The Ralph Waldo Rice Prize—*Jessica Anne Lerner '88.*

The Stephen E. Whicher Prize—*Jamie Carter Nicholls '88.*

FRENCH

The Jeffrey J. Carre Award—*Denis Joseph Fitzgerald II '90.*

The Frederick King Turgeon Prize—
David Christopher Michael Jemielity '88.

GERMAN

The Consulate General Prize for Academic Achievement—
Jeffrey Benjamin Schnack '89.

The Consulate General Prize for German Studies—*Tom Alan Olson '88.*

GEOLOGY

The Harvey Blodgett Scholarship
combined with
The Phi Delta Theta Scholarship—*Joel Steven Davidow '89.*

The Richard M. Foose Scholarship—*divided between*
James Leahey Crowley '89
and Jennifer Anne Linton '89.

The Walter F. Pond Prize—*Beth Leah Williams '88.*

The David F. Quinn Memorial Award—*Malcolm Stephen Webster '88.*

The Warren Stearns Prize—*divided between*
James Leahey Crowley '89
and Charles Edward Dunlap '89.

GREEK

The William C. Collar Prize—*Theodore Kimble Frutiger II '91.*

The Hutchins Prize—*Cornell Laroy Brantley II '88.*

HISTORY

The Asa J. Davis Prize—*David Nathaniel Gellman '88.*

The Alfred F. Havighurst Prize—*divided between*
Barendina Martha Galloway '88
and Kevin Jonathan Landy '88.

JOURNALISM

The Samuel Bowles Prize—*Margaret Beatrice Bendicksen '88.*

LATIN

The Bertram Prizes—
First—*Erika Elizabeth Maurer '88.*
Second—*Cornell Laroy Brantley II '88.*

The Billings Prizes
First—*Stephanie Ann Elizabeth Jones '90.*
Second—*Christopher Martin Hawke '90.*

The Freshman Crowell Prizes—*divided among*
Douglas Brian Fishbone '91,
Jessica Dianna Levenstein '91.
and Shira Zimmerman Levine '91.

The Junior Crowell Prizes—*divided among*
Helen Jean Cademartori '89,
Sara Helen Diamond '89,
and Mark McLeod Flynn '89.

The Dr. Ernest D. Daniels Latin Prize—*Erika Elizabeth Maurer '88.*

MATHEMATICS

The Robert H. Breusch Prize—*divided between*
Peter Herman Anspach '88
and Marc David Sanders '88.

The Walker Prizes in Mathematics of the First Year—*divided among*
Michael Wright Berry '91,
Hyuck-Jin Lee '91,
Robert Matthew Lutz '91,
and Owen Leavitt Thomas '91.

The Walker Prizes in Mathematics of the Second Year—
First—*Jeffrey Alan Siegel '90.*
Second—*divided between*
Nancy Tufts Allen '90
and Menglee Tan '90.

MUSIC

The Sylvia and Irving Lerner Piano Prize—*divided between*
Timothy William Eriksen '88
and Austin Wright Moore, Jr. '88.

The Mishkin Prize—*divided between*
Steven John Maggs '88
and Peter Jameson Taylor '88.

The Eric Edward Sundquist Prize—*divided between*
Sean Cameron MacLean '88
and Harold Yale Meltzer '88.

NEUROSCIENCE

The James Olds Memorial Neuroscience Award—
Lydia Katherine Lowe '88.

PHILOSOPHY

The Gail Kennedy Memorial Prize—*Andrew Norris Carpenter '88.*

PHYSICS

The Bassett Physics Prizes—*divided between*
Paul Andrew Vetter '90
and Nancy Tufts Allen '90.

The William Warren Stifler Prize—*Peter Herman Anspach '88.*

POLITICAL SCIENCE

The Densmore Berry Collins Prize in Political Science—*divided between*
Marni Jo Lerner '88
and Timothy Roger Pohl '88.

PUBLIC SPEAKING

The Bancroft Prizes—
First—*Taha Tippu Hyder Champsi '89E.*
Second—*Leonard Michael Golub '89E.*

The Gilbert Prize—*George Louis Bischof '89.*

The Hardy Prizes—
First—*Robert Matthew Tarkoff '91.*
Second—*John Paul Healy '91.*

The Kellogg Prizes—
First—*Angela Jacquice Reddock '91.*
Second—*John Paul Healy '91.*

The Rogers Prize—*Andrew Michael Rosen '89.*

RELIGION

The Moseley Prizes—*divided among*
Kimberly Morse Evers '88,
John Wood Sweet '88,
and Erick David White '88.

RUSSIAN

The Carol Prize in Russian—*Kristen Anne Halkola '88.*

The Mikhail Schweitzer Memorial Book Award—
Juana Micaela van de Stadt '88.

SPANISH

The Pedro Grases Prize for Excellence in Spanish—
Julia Lundy Rogers '88.

THEATER AND DANCE

The Raymond Keith Bryant Prize—*for his role as the father in*
Six Characters—*Ronald Dean Bashford '88.*

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship—*Barendina Martha Galloway '88.*

The Samuel Whalley Brown Scholarship—*Richard Chongsoo Sohn '89.*

The Charles W. Cole Scholarship—*Deborah Woodbury '89.*

The Charles Hamilton Houston Fellowship—*divided between*
Katherine Kai-Sun Chia '88
and Patricia Michele Spencer '88.

The George A. Plimpton Fellowships—*divided between*
Peter Herman Anspach '88
and Andrew Norris Carpenter '88.

The Psi Upsilon Prize—*Tyrone Nevada Powe '88.*

The Amherst "R" Committee Award—*Pauline Mary Young '88.*

The John Sumner Runnells Prize—*Sasha Ristic '89.*

The Obed Finch Slingerland Memorial Prize—*Cesar Porfirio Paulino '88.*

The Woods-Travis Prize—*Marc David Sanders '88.*

OTHER PRIZES

The Ashley Memorial Trophy—*John Joseph McCarthy, Jr. '88.*

The Sphinx Spoon—*Neil Joseph Sullivan '88.*

The Howard Hill Mossman Trophy—*Nicole Palmer Danforth '88.*

The Gordon B. Perry Memorial Award—*Lydia Gardner Hemphill '91.*

The Eugene S. Wilson Award—*Robert Laurence Ebby '88.*

The Computer Center Prize—*No award in 1987-88.*

The Incentives for Excellence Scholarship Prize—*divided among*
Cary Alfred Booker II '89,
Maria da Luz Novo Cerqueira '90,
Sonya Yvette Stopford Clark '89,
and Lisa Michelle Porter '89.

The Friends of the Amherst College Library Prizes—
First—*Christine Elise Pfaelzer '88.*
Second—*Ari Juels '91.*
Third—*Timothy Pack Wilkins '91.*

The M. Abbott Van Nostrand Prize—*No award in 1987-88.*

The Lincoln Lowell Russell Prize—*divided among*
David Francis McDermott '88,
Carol Eileen Didget '88,
and Juana Micaela van de Stadt '88.

The Manstein Family Award—*William Kevin Flannery '88.*

Fellows

Mark K. Albee '83, *Roswell Dwight Hitchcock Memorial Fellow in Natural Resource Policy and Economics.* Duke University School of Forestry and Environmental Studies.

Katherine Alexander '86, *Amherst Memorial Fellow in Education.* Harvard University.

Carlos E. P. Amaral '83, *John Woodruff Simpson Fellow in International Law and Diplomacy.* Tufts University Fletcher School of Law and Diplomacy.

Nelia M. P. Amaral '86E, *Amherst Memorial Fellow in Clinical Social Work.* Boston College Graduate School of Social Work.

Peter H. Anspach '88, *George A. Plimpton Fellow in Mathematics.* University of Chicago.

Thomas J. Balcezak '88, *John Woodruff Simpson Fellow in Medicine.* University of Connecticut Medical School.

Mia R. Barricini '86, *John Woodruff Simpson Fellow in Law.* Northwestern University School of Law.

Dawn M. Behr-Ventura '86, *John Woodruff Simpson Fellow in Medicine.*

Bonnie L. Bertolaet '88, *Forris Jewett Moore Fellow in Organic Chemistry.* Harvard University.

Laurence H. Bogoslaw '86, *Amherst Memorial Fellow in Russian Literature.* University of Michigan.

James A. Brady '88, *John Woodruff Simpson Fellow in Medicine.* Columbia College of Physicians and Surgeons.

Donald Loring Brown '86, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Charlotte M. Canning '86, *Roland Wood Fellow in Dramatic Theory, Literature and History.* University of Washington School of Drama.

Raymund J. Capelovitch '83, *John Woodruff Simpson Fellow in Law.* Washington University in St. Louis School of Law.

Roberta A. Capelovitch '86, *Amherst Memorial Fellow in Political Science and Government.*

Andrew N. Carpenter '88, *George A. Plimpton Fellow in Philosophy.* Queen's College, University of Oxford.

Lisa M. Carty '85, *Amherst Memorial Fellow in Education.* University of Massachusetts at Amherst.

Roland N. Chen '86, *John Woodruff Simpson Fellow in Medicine.* Temple University School of Medicine.

Katherine K. Chia '88, *Amherst Memorial Fellow in Architecture.* Massachusetts Institute of Technology School of Architecture.

Carol S. Chickering '86, *Edward Poole Lay Fellow in Voice and Opera Theater.* The Juilliard School.

Rachel H. Child '87, *John Woodruff Simpson Fellow in Veterinary Medicine.* Tufts University School of Veterinary Medicine.

David E. Chinitz '84, *Amherst Memorial Fellow in English Literature.* Columbia University.

Anna S. Choi '86, *George Stebbins Moses Memorial Fellow in Old Testament.* Yale Divinity School.

Natalie G. Coburn '85, *John Woodruff Simpson Fellow in Law and International Affairs.* Columbia University.

Mary C. Coleman '86, *Roland Wood Fellow in Directing and Dramaturgy.* University of California Graduate School of Theater Arts.

Carol L. Coombs '86, *Amherst Memorial Fellow in Education.* Columbia University Teachers College.

Dana M. Curry '82, *Amherst Memorial Fellow in Education.* Harvard Graduate School of Education.

Ellen L. Davis '78, *Amherst Memorial Fellow in English and Creative Writing.* Emerson College.

Joseph G. Davis '87, *John Woodruff Simpson Fellow in Law.*

Katherine J. Decker '87, *John Woodruff Simpson Fellow in International Law.* Georgetown University Law Center.

Jonathan A. Dorn '88, *Amherst Memorial Fellow in History of American Civilization.* Harvard University.

Robert W. Dudley '88, *John Woodruff Simpson Fellow in Medicine.* School not known.

David S. Eagle '82, *John Woodruff Simpson Fellow in Law.* Columbia University School of Law.

Mitchell I. Edelson '87, *Woodruff Simpson Fellow in Medicine.* Jefferson Medical College.

Timothy Dwight Edwards '84, *Edward Poole Lay Fellow in Music Composition.* University of Chicago.

A. Patrick Egan '87, *John Woodruff Simpson Fellow in Medicine.* University of Massachusetts Medical School.

Nancy C. Faiella '85, *Amherst Memorial Fellow in Creative Writing and Literature.* Emerson College.

Maria M. Farland '88, *Henry P. Field History Fellow and Amherst Memorial Fellow in American Studies.* Johns Hopkins University Humanities Center.

Melissa M. Favreault '88, *Amherst Memorial Fellow in Russian Language and Area Studies.* Moscow State University.

Drue A. Fergison '85, *Edward Poole Lay Fellow in Musicology.* Duke University.

Vadim V. Filatov '86, *John Woodruff Simpson Fellow in Medicine.* Johns Hopkins University School of Medicine.

Audrey Fisch '87, *Amherst Memorial Fellow in English Literature.* Rutgers University.

Francis T. Flaherty '88, *John Woodruff Simpson Fellow in Medicine.*

Patricia M. Fogarty '86, *John Woodruff Simpson Fellow in Medicine.* Cornell University Medical College.

P. Gabrielle Foreman '86, *Amherst Memorial Fellow in Ethnic Studies and Literature.* University of California at Berkeley.

Eric L. Forsman '87, *Amherst Memorial Fellow in Political Theory.* Johns Hopkins University.

Richard C.S. Gartner '75, *John Woodruff Simpson Fellow in Medicine.* Brown University.

Heidi L. Gilpin '84, *Rufus B. Kellogg University Fellow in Comparative Literature.* Harvard and Tübingen Universities.

William A. Gleason '83, *Amherst Memorial Fellow in English Literature.* University of California at Los Angeles.

Beatrice Gonzalez (Epstein) '82, *Amherst Memorial Fellow in Art History.* Columbia University.

Richard N. Gordon '88, *John Woodruff Simpson Fellow in Medicine.* Albert Einstein College of Medicine.

Stephen E. Gordon '83, *Amherst Memorial Fellow in Electrical Engineering.* University of Massachusetts at Amherst.

Steven W. Gordon '87, *John Woodruff Simpson Fellow in Medicine.* Albany Medical College.

Noah E. Gotbaum '82, *Amherst Memorial Fellow in Public and Private Management.* Yale University.

Steven M. Gutstein '88, *Amherst Memorial Fellow in Physics.* University of Rochester.

Rosanne Haggerty (Redmond) '82, *Roswell Dwight Hitchcock Memorial Fellow and Amherst Memorial Fellow in Urban Planning and Development.* Columbia University.

Rebecca C. Hantin '86E, *Amherst Memorial Fellow in Visual Anthropology.*

Timothy J. Hough '87, *John Woodruff Simpson Fellow in Medicine.* Boston University School of Medicine.

Heather E. Houlahan '87, *Amherst Memorial Fellow in Political Science and Government.* Harvard University.

John F. Hunt '87, *John Woodruff Simpson Fellow in Medicine.*

Jody L. Husted '85, *Amherst Memorial Fellow in French Language and Literature.* Brown University.

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David C. Jemielity '88, *Forris Jewett Moore Fellow and Rufus B. Kellogg Fellow in English Literature: Philosophy and Literature.* Pembroke College, University of Oxford.

Douglas W. Johnson '86, *George Stebbins Moses Memorial Fellow in Ministry.* Andover Newton Theological School.

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Kenneth M. Langa '85, *John Woodruff Simpson Fellow in Medicine and Public Health.* University of Chicago.

Lawrence M. Lehan '88, *John Woodruff Simpson Fellow in Law.*

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Harry M. Levin '79, *George Stebbins Moses Memorial Fellow in Rabbinics and Hebrew Literature.* Hebrew Union College.

Rebecca I. Lippman '83, *John Woodruff Simpson Fellow in Law.* Stanford Law School.

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James R. Loughman '88, *John Woodruff Simpson Fellow in Law.*

Mark S. Mahaney '87, *Amherst Memorial Fellow in International Relations.* Johns Hopkins University School for Advanced International Studies.

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Ronald V. Minionis '85, *John Woodruff Simpson Fellow in Law.* University of Virginia School of Law.

John D. Muccigrosso '87, *Forris Jewett Moore Fellow in Chemistry.* Massachusetts Institute of Technology.

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Jennifer I. Rowe '85, *Amherst Memorial Fellow in English.* Columbia University.

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Karim A. Shariff '88, *Amherst Memorial Fellow in Economic Development in the Third World.* Johns Hopkins School for Advanced International Studies.

Michael S. Sher '84, *John Woodruff Simpson Fellow in Law.* Georgetown University Law Center.

John A. Shope '87, *John Woodruff Simpson Fellow in Law.* University of Chicago Law School.

Kenneth R. Simler '81, *Roswell Dwight Hitchcock Memorial Fellow in Agricultural and Resource Economics.* Cornell University.

Kathleen E. Smith '87, *Amherst Memorial Fellow in Political Science.* University of California at Berkeley.

Susan B. Smith '85, *Amherst Memorial Fellow in English.* Stanford University.

Paula M. Stannard '87, *John Woodruff Simpson Fellow in Law.* Stanford Law School.

Peter J. Stern '85, *Forris Jewett Moore Fellow in History.* University of California at Berkeley.

Wei Sun '85, *John Woodruff Simpson Fellow in Law.* Columbia Law School.

Theodore W. J. Sung '86, *Amherst Memorial Fellow in Physics.* Massachusetts Institute of Technology.

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Frank E. Thompson '87, *Amherst Memorial Fellow in Public Health.* University of Massachusetts at Amherst.

Alan R. Townsend '88, *Amherst Memorial Fellow in Biology.* Stanford University.

James C. Tsai '85, *John Woodruff Simpson Fellow in Medicine.* Stanford University School of Medicine.

Demetra Tseckares '88, *Roland Wood Fellow in Acting.* Harvard University and American Repertory Theatre.

Geraldine M. Walsh '85, *John Woodruff Simpson Fellow in Law.* New York University School of Law.

John M. Watkins '79, *Amherst Memorial Fellow in Education.* Harvard Graduate School of Education.

Corey G. Washington '85, *Sterling P. Lamprecht Fellow and Forris Jewett Moore Fellow in Philosophy.* Stanford University.

Jonathan F. Webster '86, *Sterling P. Lamprecht Fellow in Philosophy.* Georg-August-Universität Goettingen.

Sheree D. White '87, *Amherst Memorial Fellow in African and International Studies.* Johns Hopkins School for Advanced International Studies.

Andrew W. Wood '88, *John Mason Clarke 1877 Fellow in Geology.*

Dana R. Woods '86, *Roland Wood Fellow in Theater Arts and Costume Design.* Brandeis University.

Henry T. Wooster '85, *George Stebbins Moses Memorial Fellow in Theology.* Yale Divinity School.

Michael L. Young '88, *Forris Jewett Moore Fellow in Philosophy.*

Xianwu Zeng '88, *Amherst Memorial Fellow in Organizational Behavior.*

NATIONAL FELLOWS AND SCHOLARS

Georg F. Behrens '88, *Fulbright Scholar, West Germany*
Peter J. Carroll '88, *Watson Traveling Fellow*
Timothy W. Eriksen '88, *Watson Traveling Fellow*
Barendina M. Galloway '88, *Keasbey Scholar, Cambridge*
Beth A. Russell '87, *Saint Andrew's Society Scholar, Edinburgh*

AMHERST-DOSHISHA FELLOW

Jennifer E. Cody '88, *Amherst House, Doshisha University, Kyoto.*

DEPARTMENTAL FELLOWS

Katherine E. Freedman '88, *Exchange Fellow,* Ecole Normale Supérieure, Paris.

Jessica A. Lerner '88, *Teaching Assistant,* University of Dijon.

Enrollment

CLASSIFICATION BY RESIDENCE

(Fall 1987)

UNITED STATES

New York	355
Massachusetts	234
Connecticut	95
New Jersey	94
Pennsylvania	94
California	90
Florida	49
Maryland	47
Ohio	42
Illinois	41
Texas	36
Michigan	32
Virginia	27
New Hampshire	25
Maine	22
Minnesota	21
Vermont	20
Wisconsin	18
Colorado	17
District of Columbia	14
Missouri	14
North Carolina	14
Rhode Island	14
Arizona	13
Oregon	12
Washington	12
Iowa	11
Georgia	10
Oklahoma	9
Kentucky	8
Puerto Rico	8
Tennessee	8

Indiana	7
Kansas	7
Montana	7
New Mexico	7
Nebraska	6
Alabama	5
Delaware	5
Arkansas	4
Louisiana	3
West Virginia	3
Alaska	2
Hawaii	2
Idaho	2
South Carolina	2
Virgin Islands	2
Wyoming	2
Mississippi	1
Nevada	1
Utah	1
North Dakota	0
South Dakota	0
	1,575

NON-USA

France	7
Canada	6
Japan	4
Federal Republic of Germany	3
Hong Kong	3
India	2
Netherlands	2
Belgium	1
Bermuda	1
Chile	1
China	1
Columbia	1
Costa Rica	1
Cyprus	1
England	1
Greece	1
Korea	1
Malaysia	1
Pakistan	1
Panama	1
Paraguay	1
Poland	1
Saudia Arabia	1
Singapore	1
South Africa	1
Switzerland	1
Turkey	1
Venezuela	1
Total	48

SUMMARY OF ENROLLMENT FALL 1987*

Seniors, Class of 1988	413
Juniors, Class of 1989	331
Sophomores, Class of 1990	414
Freshmen, Class of 1991	443
Subtotal	1,601
Exchange Students	
Full Time	14
Part Time	0
Subtotal	1,615
Graduate Students	0
Special Students	
Full Time	0
Part Time	7
Total	1,622

*Not included are the 146 students who were on leaves of absence away from Amherst as of the first semester, 1987-88.

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> Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

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